Hernando School District

School Board Workshop

Agenda - Final

Tuesday, April 28, 2026 **2:00 PM** **District Office-Board Room**
919 N. Broad Street
Brooksville, FL 34601

CALL TO ORDER

PRESENTATIONS

1. **26-3689** Presentation of Somerset & Explorer K-8 Access Agreement Update

   Attachments: 26-3689 Somerset & EK-8 Access Update
   26-3689 Redlined HCSD Explorer Blvd Transfer Agreement.pdf
   26-3689 Redlined DUKE-HCSD Encroachment Agreement Termination.pdf
   26-3689 Redlined Somerset Dedication of Land to HCSD.pdf
   26-3689 Budget Sheet NO Financial Impact

2. **26-3674** Review of Pineapple Cove Classical Academy Brooksville Charter Proposal

   Attachments: Notice of Intent Email
   PCCA Brooksville Complete Application
   Signed Application Review Extension Agreement
   School Grade 2017 to Present
   PCCA at Palm Bay High Performing School DOE Letter
   PCCA at West Melbourne High-Performing School DOE Letter
   Completed Pineapple Cove Application Evaluation Instrument
   F.S. 1002.33
   Budget Sheet

3. **26-3715** Review of the 2023-2028 Strategic Plan Priority 1

   Attachments: 25 26 Update Strategic Plan 2023 2028
   Budget Sheet Sept 2021 Revised NO Financial Impact ACC

GENERAL COUNSEL

ADDENDUM ITEMS

GOOD OF THE ORDER/BOARD DISCUSSION

School Board Comments

ADJOURNMENT

The next School Board Meetings are scheduled for May 12, 2026:
1:00 PM - Informal Meeting
2:00 PM - Workshop
6:00 PM - Regular Meeting

Hernando School District

School Board Workshop

Agenda Item # 1. 26-3689 4/28/2026

Title and Board Action Requested
Presentation of Somerset & Explorer K-8 Access Agreement Update

Executive Summary
The Director of Facilities & Construction, on behalf of the Superintendent of Schools, hereby requests the Board hear a presentation of Somerset & Explorer K-8 Access Agreement Update by Jim Lipsey, School Planner, Caroline Mockler, Staff Counsel, and (via teleconference) Kristin Kowaleski, of Gray Robinson, P.A.

This presentation provides an update to the status of multiple agreements needed between the School Board, Hernando County, Duke Energy, and the Owner/Developer, to transfer ownership of multiple parcels between parties and to provide related Easements and Encroachment Agreements.

My Contact
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Director of Facilities & Construction
ragan_b@hcsb.k12.fl.us
352-797-7050

Jim Lipsey
School Planner
lipsey_j@hcsb.k12.fl.us
352-797-7050

2023-28 Strategic Focus Area
Priority 5: Fiscal Transparency and Capital Planning

Financial Impact
See attached budget sheet.

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

HERNANDO SCHOOL DISTRICT

Jim Lipsey, AICP-C
School Planner

Caroline Mockler
Staff Counsel

Somerset & Explorer K-8 Access Agreement Update

Date: April 28, 2026

Agenda Item: 26-3689

Status of Legal Agreements

DELETED 1. ~~Duke's Letter of No Objection (LONO)~~

REVISED 2. HCSB's Transfer & Dedication of Explorer Blvd. (To BoCC)

REVISED 3. Duke's Termination/Release of Prior Encroachment Agreement

✓ 4. Somerset + Acts 88 Termination of Prior Access Agreement

✓ 5. New Duke + BoCC Encroachment Agreement

REVISED 6. Somerset's & Acts 88's Transfer of Land for EK-8 (To HCSB)

✓ a) Drainage Easement

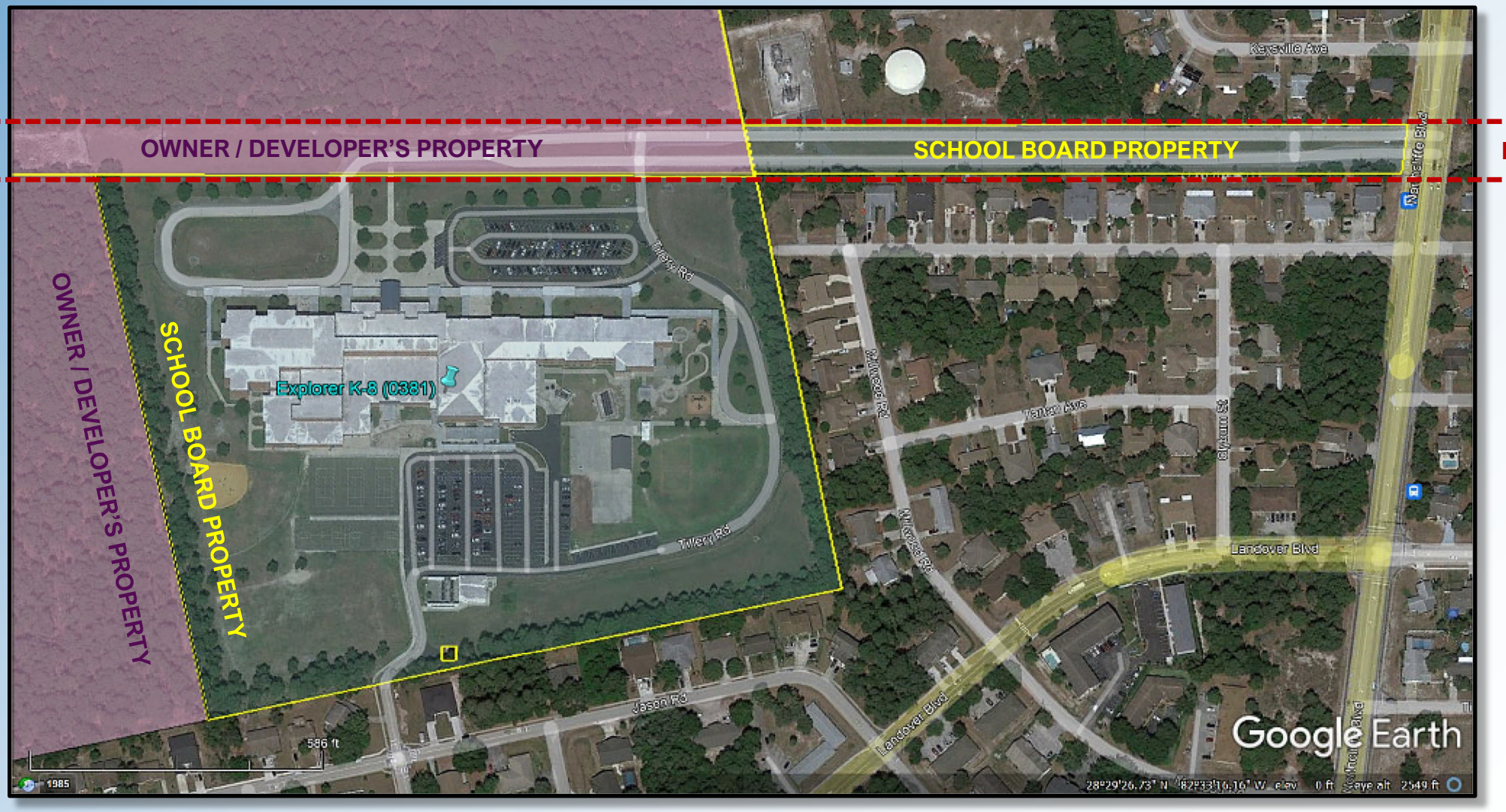
✓ 7. HCSB's Temporary Construction Easement Agreement

8. New Duke + HCSB Encroachment Agreement?

HERNANDO SCHOOL DISTRICT

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Current Property Ownership



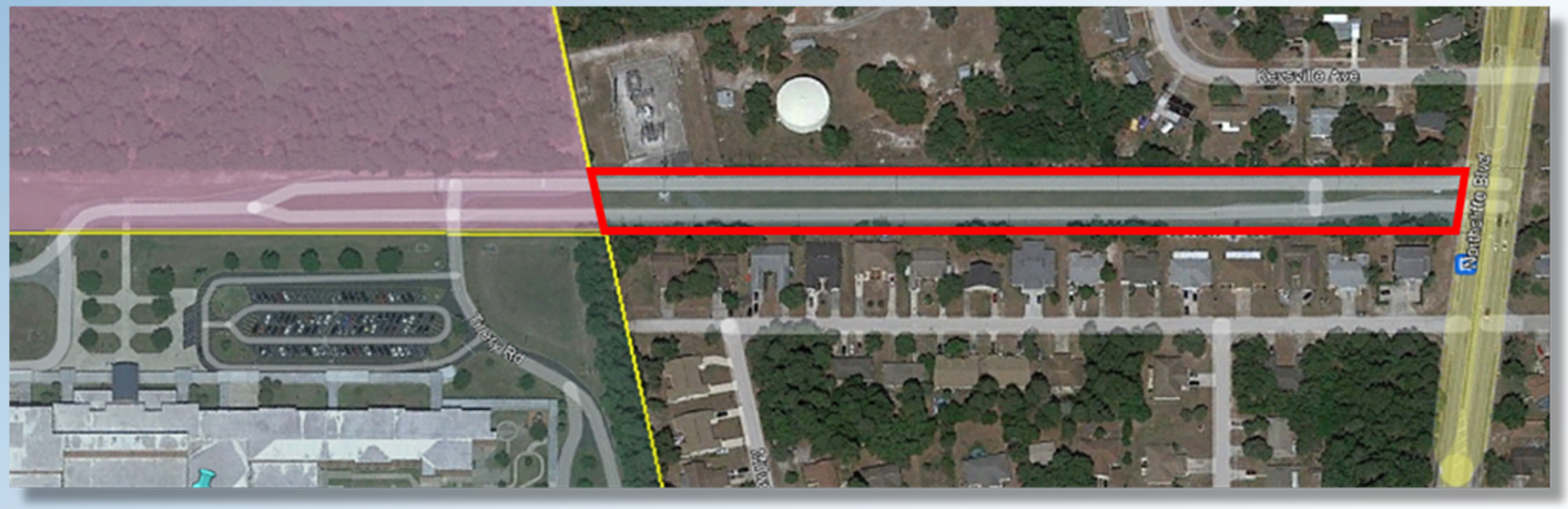
Current Access via Explorer Blvd.

HERNANDO SCHOOL DISTRICT

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Parcels Related to Each Agreement

2. HCSB's Transfer & Dedication of Explorer Blvd. (To BoCC)
3. Duke's Termination/Release of Prior Encroachment Agreement (To HCSB)
4. Somerset + Acts 88 Termination/Release of Prior Access Agreement (To HCSB)
5. New Duke + BoCC Encroachment Agreement (Replaces LONO)



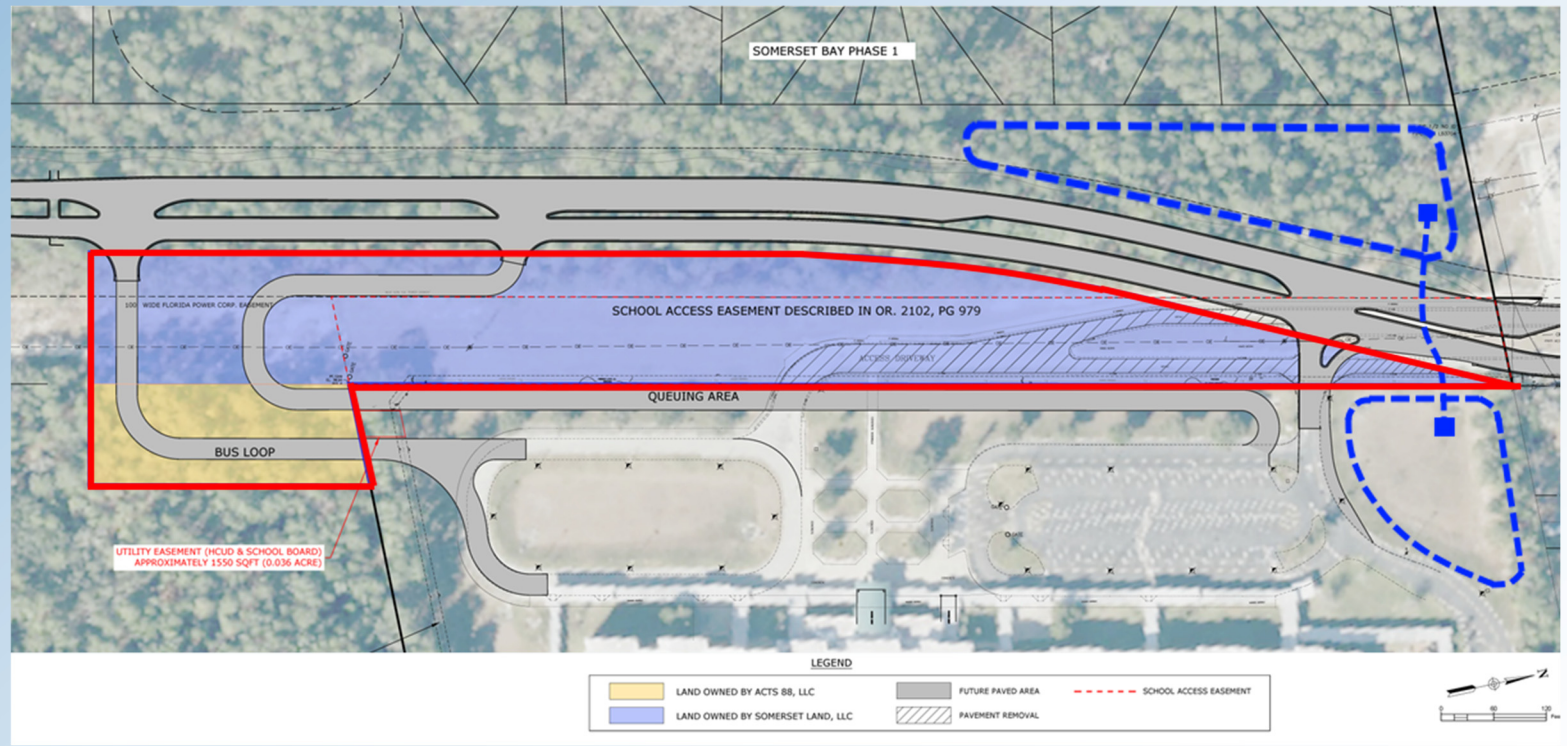
HERNANDO SCHOOL DISTRICT

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Parcels Related to Each Agreement

6. Owner / Developer's Transfer of Land to School Board

a) Drainage Easement

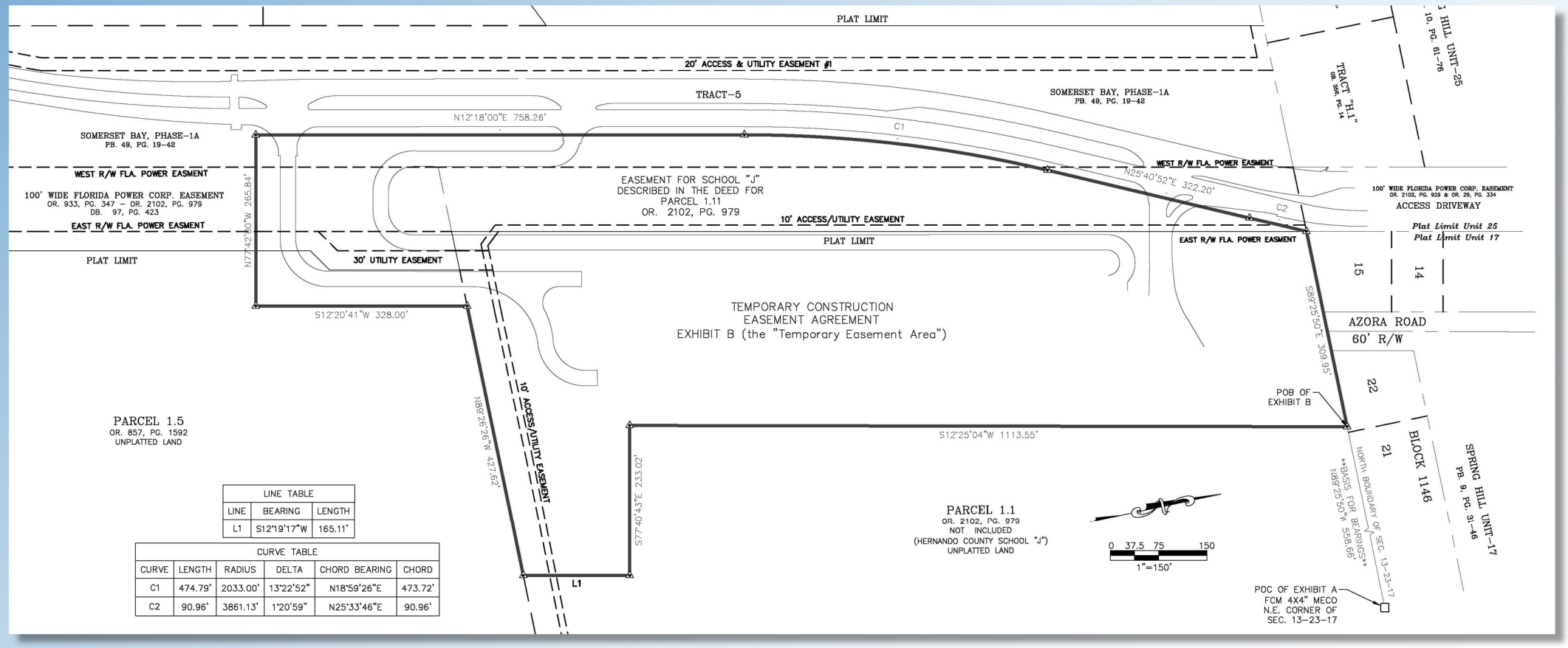


HERNANDO SCHOOL DISTRICT

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Parcels Related to Each Agreement

7. HCSB's Temporary Construction Easement Agreement



LINE TABLE		
LINE	BEARING	LENGTH
L1	S12°19'17"W	165.11'

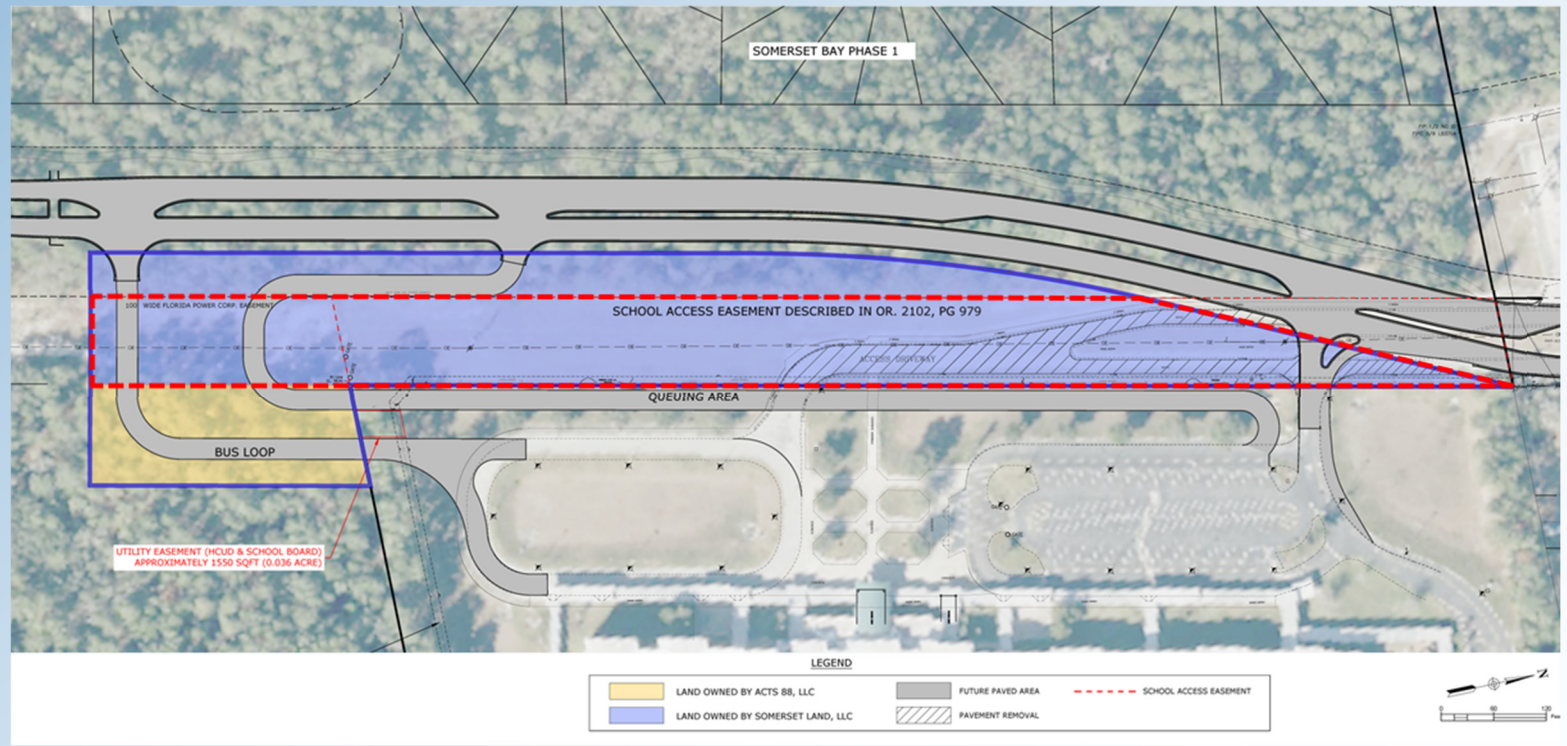
CURVE TABLE					
CURVE	LENGTH	RADIUS	DELTA	CHORD BEARING	CHORD
C1	474.79'	2033.00'	13°22'52"	N18°59'26"E	473.72'
C2	90.96'	3861.13'	1°20'59"	N25°33'46"E	90.96'

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Parcels Related to Each Agreement

8. New Duke + HCSB Encroachment Agreement?



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HERNANDO
SCHOOL DISTRICT

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TRANSFER AGREEMENT
County

THIS TRANSFER AGREEMENT (the "Agreement") is made and executed as of the Effective Date by and between **HERNANDO COUNTY**, a political subdivision of the State of Florida, whose address is 15470 Flight Path Drive, Brooksville, Florida 34604 (the "County") and **THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA,** a body corporate and public subdivision of the state of Florida, whose address is 919 North Broad Street, Brooksville, FL 34601 (the "District").

W I T N E S S E T H:

WHEREAS, the District is the owner of a portion of Explorer Boulevard located in Hernando County known as Parcel No.: R12 423 17 0000 0010 0020, being more particularly described on Exhibit "A" attached hereto and incorporated herein by this reference ("the District Property"), which is a currently improved public road providing access to the District's Explorer K-8 School (the "School"); and

WHEREAS, Duke Energy Florida, LLC, as successor to Progress Energy Florida, LLC, as successor to Florida Power Corporation ("Duke") has easement rights to the District Property pursuant to that certain Easement dated April 1, 1927, recorded in Deed Book 97, Page 418 and Order of Taking recorded in Official Records Book 933, Page 347, all in the official records of Hernando County (collectively, the "Easements"); and

WHEREAS, Duke and the District are parties to that certain Encroachment Agreement dated November 20, 2006, recorded as Instrument Number 2007054034, in Official Records Book 2479, Page 1084 in the official records of Hernando County (the "Encroachment Agreement") pursuant to which Duke granted the District rights to occupy and utilize a portion of the District Property in the area encumbered by the Easements for the limited purpose of road right of way for access to the School; and

WHEREAS, the County and Somerset Land, LLC ("Somerset") are parties to that certain Development Agreement dated November 29, 2022, recorded as Instrument Number 2023012862, in Official Records Book 4273, Page 304 in the official records of Hernando County (the "Development Agreement") pursuant to which Somerset is required to extend Explorer Boulevard to the south, and add additional access, perimeter security fencing and gates, and queuing for the School; and

WHEREAS, the District, Acts 88, LLC ("Acts"), and Somerset are parties to that certain Access Agreement dated May 19, 2015, recorded as Instrument Number 2015031248, in Official Records Book 3231, Page 649, in the official records of Hernando County, as amended by that certain First Amendment to Access Agreement dated April 12, 2022, recorded as Instrument Number 2022029832, in Official Records Book 4158, Page 660, in the official records of Hernando County (collectively, the "Access Agreement") pursuant to which the District granted Acts 88 and Somerset limited access for the District Property in exchange for Acts 88 and

Somerset constructing additional access and queuing for the School and a new marquee of similar or better quality for the School; and

WHEREAS, the County has requested that the District dedicate and transfer to the County the District Property to (i) allow the County to incorporate Explorer Boulevard into the County road system so that a collector road for the County is constructed which will eliminate access and traffic issues; and (ii) transfer all maintenance and operational responsibilities to the County; and

WHEREAS, section 335.0415, Florida Statutes, authorizes the transfer of public roads only by mutual agreement of the affected governmental entities; and

WHEREAS, the transfer of that portion of Explorer Boulevard is in the public interest and welfare; and

WHEREAS, the District has agreed to dedicate to the County the District Property subject to the terms and conditions set forth in this Agreement.

NOW THEREFORE, for and in consideration of the premises hereof and other good and valuable consideration, the District and the County hereby covenant and agree as follows:

1. Recitals. The above recitals are true and correct and are incorporated herein by reference.

2. The District Dedication to the County. The District shall dedicate and transfer to the County the District Property subject to encumbrances set forth on the Owner & Encumbrance Property Information Report File No. 25003581 prepared by Old Republic National Title Insurance Company, such encumbrances set forth on Exhibit "B" attached hereto, by recorded deed or right of way map (the "Dedication"). The Dedication shall be recorded within sixty (60) days following the Effective Date (as defined herein) (the "Transfer Date"). The District shall execute and deliver to the County a quit claim deed and such other documents as may be reasonably required, necessary or useful in consummating the transaction contemplated by this Agreement.

3. Conditions of Dedication. The Dedication is expressly conditioned on the District Property being incorporated into the County Road system as a collector road and the County complying with the following conditions:

(a) The County acknowledges the District Property is encumbered as specified on Exhibit B, including the Encroachment Agreement, as well as a ~~Letter of No Objection~~new Encroachment Agreement between Duke and the County attached herein as Exhibit "C" ~~that has been issued by Duke ("LONO"), which LONO must be in final form prior to~~("County Encroachment Agreement"), which County Encroachment Agreement must be executed and recorded on the Transfer Date. The County acknowledges and agrees that Duke's Easements are prior in time to the County's, and the rights granted to the County shall be subordinate to Duke's Easements and easement rights. Until such time as the Encroachment Agreement is terminated and replaced with a new encroachment agreement with the Developer,

the County agrees to fully comply with all obligations under the Encroachment Agreement and the Easements, including strict compliance with the locations and usages specified on Exhibit A of the Encroachment Agreement and conditions and requirements set forth in Exhibit B of the Encroachment Agreement.

(b) The County shall grant the District a perpetual easement, if necessary, for the District's use of the District Property for access to the School and the County shall take no action that would impair the District's use of the District Property for use in conjunction with the School. The County shall ensure that the District always has comparable or better access to the School from the District Property.

(c) The County will ensure that any plan, plat, zoning or similar approval or other related development rights granted to Somerset shall be subject to the condition that Somerset (or any successor developer) construct additional access and queuing for the School and a new marquee of similar or better quality for the School at no cost to the District and pursuant to plans approved in writing by the District attached hereto as Exhibit "D" (the "Improvement Work"). Any modifications to the plans attached hereto must be approved in writing by the District's governing board. Should the County (rather than the Developer) independently elect to improve the portion of Explorer Boulevard that is the subject of the Dedication, the County shall provide the District with ninety (90) days prior written notice of its intent to complete the Improvement Work and shall conclude the Improvement Work within eighteen (18) months of commencement (the "Completion Deadline"). In such event, the County shall ensure that Somerset (or any successor developer) commences construction of the remainder of the Improvement Work within eighteen (18) months of the County's commencement of the development of Explorer Boulevard, unless the parties mutually agree to extend the Completion Deadline. If the County does not complete the Improvement Work by the Completion Deadline (as may be extended by mutual agreement by the District and County), then District, at District's sole option, may elect (by providing written notice of such election to the County) to complete installation of the Improvement Work in a timely manner, in which case all direct costs and expenses incurred by District in doing so shall be payable to District from County plus an amount equal to ten percent (10%) of such direct costs and expenses. All payment requests from District under this section shall be paid within fifteen (15) days after receipt of such invoice and receipts therefor, after which such amounts shall bear interest at ten percent (10%) per annum until paid. County shall provide the District with at least ninety (90) days' prior written notice before commencement of the Improvement Work. County shall coordinate with the District to create a schedule for the Improvement Work for the minimal disruption of school operations. This plan shall be mutually approved by both parties and such approval shall not be unreasonably withheld. County shall maintain continuous, safe, secure, and convenient access for school buses, staff, parents, emergency vehicles, and students at all times during construction. Any temporary detours or closures affecting access routes shall be coordinated no less than seventy-two (72) hours in advance with the District and shall not occur during school arrival or dismissal hours unless expressly approved in writing by the District. County shall implement appropriate traffic control measures, signage, and flagging personnel as necessary to ensure safe and efficient traffic flow during all construction activities. County shall provide the District with at least seventy-two (72) hours' prior written notice before commencement of any construction activities impacting or disrupting utilities serving the school. A traffic control plan, temporary fencing plan, or construction staging plan, if required by the

District, shall be submitted for review and approval prior to commencement of construction. County shall coordinate construction schedules with the District's Director of Facilities and Construction, or other designee, to minimize disruption to school operations, including testing periods, events, and transportation schedules. Construction activities generating excessive noise, dust, or vibration shall be restricted during regular school hours to the extent reasonably practicable. Any damage to school access drives, parking areas, sidewalks, or related infrastructure caused by construction activities shall be promptly repaired or restored by County, at its sole cost and to the District's satisfaction.

(d) The County agrees that it shall not bring any type of waste, hazardous or otherwise toxic materials on to the District Property nor shall the County store any hazardous waste or toxic materials on the District Property.

(e) The County agrees that it will conduct its operations, maintenance, and any improvements on the District Property in accordance with all applicable laws, rules, regulations, and permits, including but not limited to any related to the reasonable maintenance and operations for safety of the public, and will ensure the same for any successor owner of the District Property, if any.

(f) Somerset and Acts shall enter into a release and indemnification with the District, in a form acceptable to District, releasing the Access Agreement and indemnifying the District.

4. Liability for Torts, Indemnification and Sovereign Immunity.

(a) The County agrees that pursuant to section 337.29(3), Florida Statutes, upon such transfer to the extent sovereign immunity has been waived, liability for torts related to the roadway occurring on or after the Transfer Date shall be the responsibility of the County. The District shall remain liable for torts related to the roadway committed by the District that occurred prior to the Transfer Date, but only to the extent sovereign immunity has been waived.

(b) To the extent permitted by law, the County agrees to indemnify, defend and shall hold harmless the District and the employees and agents of the District from any claims, actions, administrative proceedings (including informal proceedings), judgments, damages, costs, liabilities (including sums paid in settlement of claims), interest or losses including reasonable attorneys' and expenses (including any such fees and expenses incurred in enforcing this Agreement or collecting any sums due hereunder), together with all other costs and expenses of any kind or nature (collectively, the "Costs") that which at any time or from time to time may be suffered or incurred in connection with any claim, cause of action, demand or lien made or arising directly or indirectly or in connection with, with respect to, or as a direct or indirect result of:

(i) the County's actions, omissions or failure to act, or the actions, omissions, or failure to act of its employees, directors, principals, agents, or contractors, with regard to this Agreement, or any violation the terms of the attached ~~LONO~~County Encroachment Agreement, the Easements, or the Encroachment Agreement.

(ii) in any way relating to or resulting from the County's maintenance, operation or expansion of the public road located on the District Property;

(iii) any failure on the part of the County to comply with any covenant required to be performed or compiled with under this Agreement; or

(iv) any litigation, arbitration or other claim brought against the District by Duke for violation of the ~~LONO~~County Encroachment Agreement or the Encroachment Agreement, its successor and/or assigns, including, without limitation, any losses, liabilities, damages, injuries, costs, expenses or claims asserted or arising, whether now known or unknown.

Notwithstanding the foregoing, nothing contained herein shall be construed as requiring the County to indemnify or insure the District from sole negligence by the District pursuant to section 768.28(19), Florida Statutes. Further, nothing contained herein shall be construed as an additional waiver of the County's or District's sovereign immunity, or as a waiver of any limitations of liability pursuant to section 768.28, Florida Statutes, regardless of whether any such obligations are based in tort, contract, statute, negligence or otherwise.

(c) This indemnification shall survive the recording of the Dedication, deed or land map transferring the District Property and shall be ongoing, perpetual, continuing, irrevocable and binding on County and its respective representatives, successors, and assigns, inuring to the benefit of District, and its representatives, successors, and assigns. The County's obligations hereunder may not be assigned or subcontracted. All representations, warranties and covenants of County set forth in this Agreement shall continue in effect and, to the extent permitted by law, shall survive the transfer of the District Property, or any portion thereof.

5. Miscellaneous.

(a) Effective Date. The District and County must obtain approval of this Agreement by the respective governing bodies of the County and the District and execution thereof by the duly qualified and authorized representatives of each of the parties hereto. Execution of this Agreement by the last of the County and the District shall be the "Effective Date" of this Agreement.

(b) Notice. Notice shall be delivered to the addresses contained herein, or as further directed by either party upon written notice to the other party, and shall be deemed to have been given upon (a) receipt by recipient if personally delivered, (b) delivery to a recognized courier, delivery service such as Federal Express, or postmark by the U.S. Postal Service, or (c) delivery by electronic mail provided that the receiving party provides acknowledgment of receipt:

County: HERNANDO COUNTY
15470 Flight Path Drive
Brooksville, Florida 34604
ATTN: County Administrator
Email: administration@hernandocounty.us

District: SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA
919 North Broad Street
Brooksville, FL 34601
ATTN: Superintendent
Email: pinder_r@hcsb.k12.fl.us

With a copy to: SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA
919 North Broad Street
Brooksville, FL 34601
ATTN: School Board Attorney & General Counsel
Email: mockler_c@hcsb.k12.fl.us

And: GRAY ROBINSON, P.A.
Attn: Kristin Kowaleski, Esq.
101 East Kennedy Blvd, Suite 4000
Tampa, Florida 33602
Email: Kristin.kowaleski@gray-robinson.com

Either party hereto may change the address for Notice specified above by giving the other party ten (10) days' advance written notice of such change of address. Notices given otherwise than by mail shall be deemed given upon actual receipt thereof.

(c) Construction. Whenever the context of this Agreement so requires or admits, words used in the neuter gender include the masculine and feminine; the singular includes the plural and the plural the singular; the word "person" includes a corporation, partnership or unincorporated association as well as a natural person. The fact that a party may be deemed to have drafted or structured any provision hereof shall not be considered in construing the particular provisions either in favor of or against such party.

(d) Captions. The captions at the beginning of the several paragraphs of this Agreement are not a part of this Agreement but merely labels to assist in locating and reading the respective paragraphs hereof. They shall be ignored in construing this instrument.

(e) Severability. If any provision of this Agreement is declared invalid or unenforceable, then, if reasonably possible, taking into consideration the intent and purpose of the parties in entering into this Agreement, the remainder of this Agreement shall continue in full force and effect.

(f) Entire Agreement. This Agreement contains the entire understanding between the parties concerning the subject matter hereof and supersedes any prior understandings or agreements between them concerning the subject matter hereof. No changes, alterations, modifications, additions or qualifications to the terms of this Agreement shall be binding upon the parties unless made in writing and signed by the party to be bound thereby.

(g) Governing Law; Venue. All questions concerning the meaning, execution, construction, effect and validity of this Agreement shall be judged and resolved in accordance with the laws of the State of Florida. Exclusive jurisdiction and venue for any action

filed to interpret or enforce the terms of this Agreement shall be in the appropriate court in Hernando County, Florida.

[Remainder of Page Intentionally Blank]

DRAFT

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals the day and year first above written.

HERNANDO COUNTY, FLORIDA

By: _____
Name: _____
Title: _____

This _____day of _____, 2026

Attest:

By: _____
Name: _____
Title: _____

Approved as to Form:

By: _____
Name: _____
Title: _____

[Signatures Continues on Following Page]

DRAFT

SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

By: _____
Name: _____
Title: _____

This _____day of _____2026.

Attest:

By: _____
Name: _____
Title: _____

Approved as to Form:

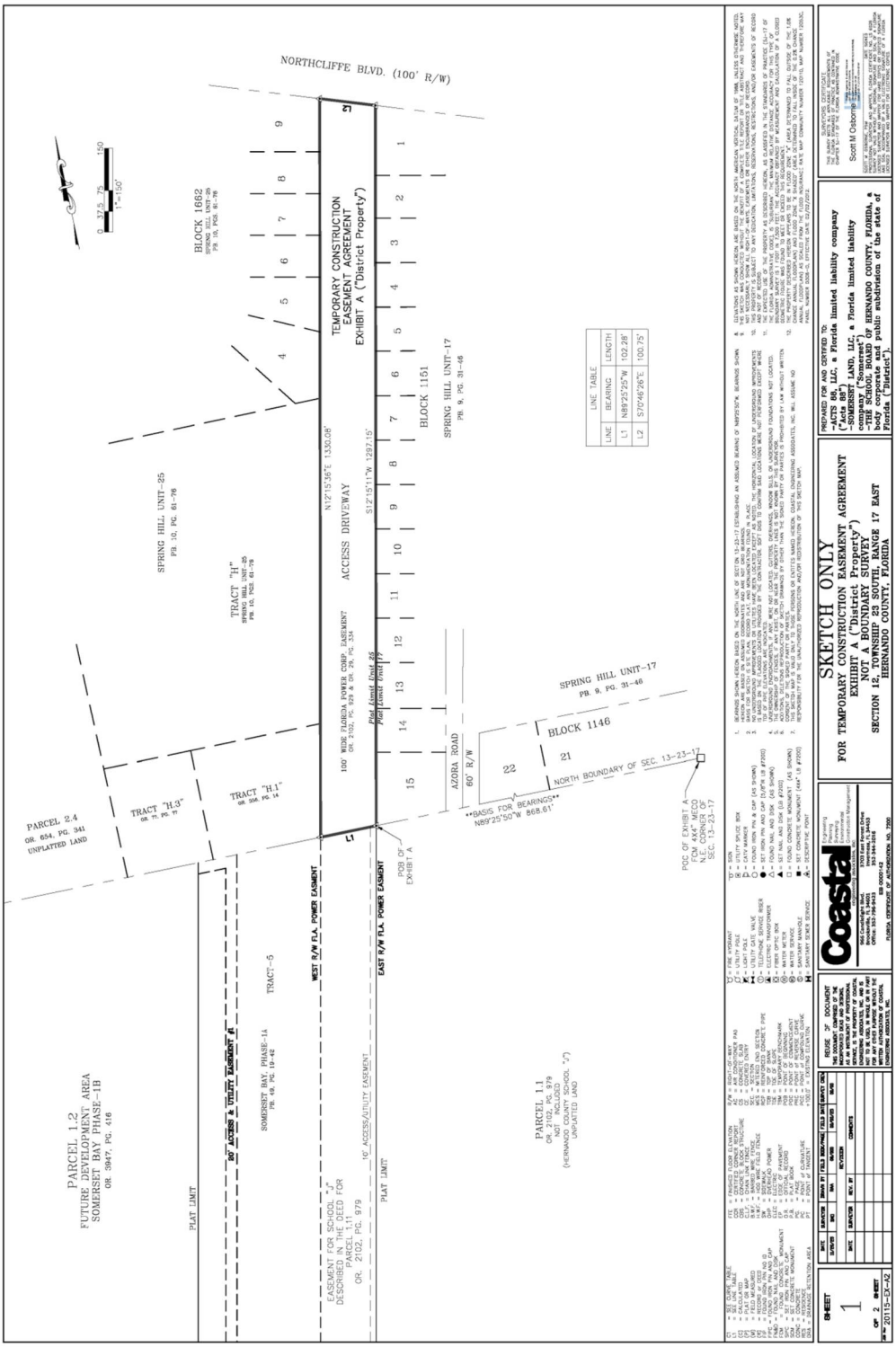
By: _____
Name: _____
Title: _____

DRAFT

Exhibit "A"

Legal Description of District Property

DRAFT



/15826/2#62729103 v8

EXHIBIT A LEGAL DESCRIPTION

COMMENCING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST, HERNANDO COUNTY, FLORIDA; THENCE ALONG THE NORTH BOUNDARY LINE OF SAID SECTION 13, RUN N89°25'50"W, 868.61 FEET TO THE EAST RIGHT-OF-WAY LINE OF A 100 FOOT WIDE POWER EASEMENT AS DESCRIBED IN OFFICIAL RECORDS BOOK 933, PAGE 347 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA, AND THE POINT OF BEGINNING; THENCE CONTINUE ALONG THE NORTH LINE OF SAID SECTION 13, N89°25'25"W, 102.28 FEET TO THE WEST RIGHT-OF-WAY LINE OF SAID 100 FOOT WIDE POWER EASEMENT; THENCE ALONG SAID WEST RIGHT-OF-WAY LINE, RUN N12°15'36"E, 1330.08 FEET TO THE SOUTH RIGHT-OF-WAY LINE OF NORTHCLIFFE BOULEVARD; THENCE ALONG SAID SOUTH RIGHT-OF-WAY LINE, RUN S70°46'26"E, 100.75 FEET TO THE EAST RIGHT-OF-WAY LINE OF SAID 100 FOOT WIDE POWER EASEMENT; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN S12°15'11"W, 1297.15 FEET TO THE NORTH LINE OF SAID SECTION 13, AND THE POINT OF BEGINNING.

CONTAINING 3.02 ACRES MORE OR LESS.

(C1 = SEE CURVE TABLE
L1 = SEE LINE TABLE
(C) = CALCULATED
(P) = PLAT OR MAP
(M) = FIELD MEASURED
(R) = RECORD or DEED
FIP = FOUND IRON PIN NO ID
FIPC = FOUND IRON PIN AND CAP
FN&D = FOUND NAIL AND DISC
SIPC = SET IRON PIN AND CAP, MONUMENT
SNC = SET CONCRETE MONUMENT
CONC = CONCRETE
RES = RESIDENCE
DRA = DRAINAGE RETENTION AREA

FFE = FINISHED FLOOR ELEVATION
CCR = CERTIFIED CORNER REPORT
CBS = CONCRETE BLOCK STRUCTURE
C.L.F. = CHAIN LINK FENCE
B.W.F. = BARBED WIRE FENCE
H.W.F. = HOG WIRE FIELD FENCE
SW = SIDEWALK
OHP = OVERHEAD POWER
ELEC = ELECTRIC
EP = EDGE OF PAVEMENT
O.R. = OFFICIAL RECORD
P.B. = PLAT BOOK
PG. = PAGE
PC = POINT of CURVATURE
PT = POINT of TANGENT
+100.0' = EXISTING ELEVATION

R/W = RIGHT-OF-WAY
AC = AIR CONDITIONER PAD
CS = CONCRETE SLAB
CE = COVERED ENTRY
SEC. = SECTION
MES = MITERED END SECTION
RCP = REINFORCED CONCRETE PIPE
TOB = TOP OF BANK
TOE = TOE OF SLOPE
TBM = TEMPORARY BENCHMARK
POB = POINT OF BEGINNING
POC = POINT OF COMMENCEMENT
PRC = POINT OF REVERSE CURVE
PCC = POINT of COMPOUND CURVE
+100.0' = EXISTING ELEVATION

= FIRE HYDRANT
= UTILITY POLE
= LIGHT POLE
= UTILITY GATE VALVE
= TELEPHONE SERVICE RISER
= ELECTRIC TRANSFORMER
= FIBER OPTIC BOX
= WATER METER
= WATER SERVICE
= SANITARY MANHOLE
= SANITARY SEWER SERVICE

= SIGN
= UTILITY SPLICE BOX
= CATV MARKER
= FOUND IRON PIN & CAP (AS SHOWN)
= SET IRON PIN AND CAP (3/8"IR LB #7200)
= FOUND NAIL AND DISK (AS SHOWN)
= SET NAIL AND DISK (LB #7200)
= FOUND CONCRETE MONUMENT (AS SHOWN)
= SET CONCRETE MONUMENT (4X4" LB #7200)
= DESCRIPTIVE POINT

1. BEARINGS SHOWN HEREON BASED ON THE NORTH LINE OF SECTION 13-23-17 ESTABLISHING AN ASSUMED BEARING OF N89°25'50"W. BEARINGS SHOWN HEREON ARE BASED ON ASSUMED COORDINATES AND ARE NOT GRID BEARINGS.
2. BASIS FOR SKETCH IS SITE PLAN, RECORD PLAT, AND MONUMENTATION FOUND IN PLACE.
3. NO UNDERGROUND IMPROVEMENTS OR UTILITIES HAVE BEEN LOCATED EXCEPT AS NOTED. THE HORIZONTAL LOCATION OF UNDERGROUND IMPROVEMENTS IS BASED ON THE FLAGGED LOCATION PROVIDED BY THE CONTRACTOR. SOFT DIGS TO CONFIRM SAID LOCATIONS WERE NOT PERFORMED EXCEPT WHERE TOP OF PIPE ELEVATIONS ARE INDICATED.
4. UNDERGROUND ENCROACHMENTS, IF ANY, WERE NOT LOCATED. GUTTERS, OVERHANGS, WINDOW SILLS, OR UNDERGROUND FOUNDATIONS NOT LOCATED.
5. THE OWNERSHIP OF FENCES, IF ANY EXIST, ON OR NEAR THE PROPERTY LINES IS NOT KNOWN BY THIS SURVEYOR.
6. ADDITIONS OR DELETIONS TO THIS SKETCH DRAWINGS BY OTHER THAN THE SIGNED PARTY OR PARTIES IS PROHIBITED BY LAW WITHOUT WRITTEN CONSENT OF THE SIGNED PARTY OR PARTIES.
7. THIS SKETCH MAP IS VALID ONLY TO THOSE PERSONS OR ENTITIES NAMED HEREON. COASTAL ENGINEERING ASSOCIATES, INC. WILL ASSUME NO RESPONSIBILITY FOR THE UNAUTHORIZED REPRODUCTION AND/OR REDISTRIBUTION OF THIS SKETCH MAP.
8. ELEVATIONS AS SHOWN HEREON ARE BASED ON THE NORTH AMERICAN VERTICAL DATUM OF 1988, UNLESS OTHERWISE NOTED.
9. THIS SKETCH WAS CONDUCTED WITHOUT THE BENEFIT OF A COMPLETE TITLE REPORT OR TITLE ABSTRACT AND THEREFORE MAY NOT NECESSARILY SHOW ALL RIGHT-OF-WAYS, EASEMENTS OR OTHER ENCUMBRANCES OF RECORD.
10. THIS PROPERTY IS SUBJECT TO ANY DEDICATION, LIMITATIONS, RESERVATIONS, RESTRICTIONS, AND/OR EASEMENTS OF RECORD AND NOT OF RECORD.
11. THE EXPECTED USE OF THE PROPERTY AS DESCRIBED HEREON, AS CLASSIFIED IN THE STANDARDS OF PRACTICE (5J-17 OF THE FLORIDA ADMINISTRATIVE CODE), IS "SUBURBAN". THE MINIMUM RELATIVE DISTANCE ACCURACY FOR THIS TYPE OF BOUNDARY SURVEY IS 1 FOOT IN 7,500 FEET. THE ACCURACY OBTAINED BY MEASUREMENT AND CALCULATION OF A CLOSED GEOMETRIC FIGURE WAS FOUND TO MEET OR EXCEED THIS REQUIREMENT.
12. THE PROPERTY DESCRIBED HEREON APPEARS TO BE IN FLOOD ZONE "X" (AREA DETERMINED TO FALL OUTSIDE OF THE 1.0% CHANCE ANNUAL FLOODPLAIN) AND FLOOD ZONE "A SHADED" (AREA DETERMINED TO FALL INSIDE OF THE 0.2% CHANCE ANNUAL FLOODPLAIN) AS SCALED FROM THE FLOOD INSURANCE RATE MAP COMMUNITY NUMBER 120110, MAP NUMBER 12053C, PANEL NUMBER 0326-G, EFFECTIVE DATE: 02/02/2012.

SHEET 2 OF 2 SHEET
JN No 20115-EX-A2

DATE	SURVEYOR	DRAWN BY	FIELD BOOK/PAGE	FIELD DATE	SURVEY CREW
11/15/23	SMO	SIA	65/100	05/05/23	65/50

REVISION

DATE	SURVEYOR	REV. BY	COMMENTS

REUSE OF DOCUMENT
THIS DOCUMENT COMPRISED OF THE INCORPORATED IDEAS AND DESIGNS, AS AN INSTRUMENT OF PROFESSIONAL SERVICE, IS THE PROPERTY OF COASTAL ENGINEERING ASSOCIATES, INC. AND IS NOT TO BE USED, IN WHOLE OR IN PART FOR ANY OTHER PURPOSE WITHOUT THE WRITTEN AUTHORIZATION OF COASTAL ENGINEERING ASSOCIATES, INC.

Coastal engineering associates, inc.
Engineering Planning Surveying Environmental Construction Management
966 Candlelight Blvd. Brooksville, FL 34601 Office: 352-796-9423
3703 East Forest Drive Inverness, FL 34453 352-344-2016
EB-0000142
FLORIDA CERTIFICATE OF AUTHORIZATION NO. 7200

SKETCH ONLY
FOR TEMPORARY CONSTRUCTION EASEMENT AGREEMENT
EXHIBIT A ("District Property")
NOT A BOUNDARY SURVEY
SECTION 12, TOWNSHIP 23 SOUTH, RANGE 17 EAST
HERNANDO COUNTY, FLORIDA

PREPARED FOR AND CERTIFIED TO:
-ACTS 88, LLC, a Florida limited liability company ("Acts 88")
-SOMERSET LAND, LLC, a Florida limited liability company ("Somerset")
-THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA, a body corporate and public subdivision of the state of Florida ("District").

SURVEYORS CERTIFICATE
THIS SURVEY MEETS ALL APPLICABLE REQUIREMENTS OF THE FLORIDA STANDARDS OF PRACTICE AS CONTAINED IN CHAPTER 5J-17 OF THE FLORIDA ADMINISTRATIVE CODE.

Scott M Osborne

SCOTT M. OSBORNE, PSM
PROFESSIONAL SURVEYOR AND MAPPER, FLORIDA CERTIFICATE NO. LS 6520
SURVEY NOT VALID WITHOUT THE ORIGINAL SIGNATURE AND SEAL OF A FLORIDA LICENSED SURVEYOR AND MAPPER. ADDITIONS OR DELETIONS TO SURVEY MAPS OR REPORTS BY OTHER THAN THE SIGNING PARTY OR PARTIES IS PROHIBITED WITHOUT THE WRITTEN CONSENT OF THE SIGNING PARTY OR PARTIES. THIS SURVEY IS NOT FULL AND COMPLETE WITHOUT ALL PAGES LISTED. ELECTRONIC COPIES SHALL BE CONSIDERED NULL AND VOID AND SHALL NOT BE RELIED UPON. ANY REPRODUCTIONS NOT BEARING THE ORIGINAL SIGNATURE AND SEAL, ACCOMPANIED BY A VALID ELECTRONIC SIGNATURE OF A FLORIDA LICENSED SURVEYOR AND MAPPER FOR ELECTRONIC COPIES.
DATE SIGNED

COMMENCING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST, HERNANDO COUNTY, FLORIDA; THENCE ALONG THE NORTH BOUNDARY LINE OF SAID SECTION 13, RUN N89°25'50"W, 868.61 FEET TO THE EAST RIGHT-OF-WAY LINE OF A 100 FOOT WIDE POWER EASEMENT AS DESCRIBED IN OFFICIAL RECORDS BOOK 933, PAGE 347 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA, AND THE POINT OF BEGINNING; THENCE CONTINUE ALONG THE NORTH LINE OF SAID SECTION 13, N89°25'25"W, 102.28 FEET TO THE WEST RIGHT-OF-WAY LINE OF SAID 100 FOOT WIDE POWER EASEMENT; THENCE ALONG SAID WEST RIGHT-OF-WAY LINE, RUN N12°15'36"E, 1330.08 FEET TO THE SOUTH RIGHT-OF-WAY LINE OF NORTHCLIFFE BOULEVARD; THENCE ALONG SAID SOUTH RIGHT-OF-WAY LINE, RUN S70°46'26"E, 100.75 FEET TO THE EAST RIGHT-OF-WAY LINE OF SAID 100 FOOT WIDE POWER EASEMENT; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN S12°15'11"W, 1297.15 FEET TO THE NORTH LINE OF SAID SECTION 13, AND THE POINT OF BEGINNING.

CONTAINING 3.02 ACRES MORE OR LESS.

DRAFT

Exhibit "B"

Title Encumbrances

Old Republic National Title Insurance Company Property Information Report; File No. 25003581, dated through October 16, 2025 @ 8:00 a.m.

1. Easement in favor of Florida Power Corporation recorded in Deed Book 97, Page 418.

2. Permanent easement in favor of Florida Power Corporation contained in Order of Taking recorded in O.R. Book 933, Page 347.

3. Access Agreement between Hernando County School Board and Mark 425, LTD recorded in O.R. Book 3231, Page 649; as affected by First Amendment to Access Agreement recorded in O.R. Book 4158, Page 660.

4. Infrastructure Agreement between Somerset Land LLC and Acts 88, LLC recorded in O.R. Book 3947, Page 433.

5. Encroachment Agreement between Florida Power Corporation d/b/a Progress Energy Florida, Inc. and Hernando County School Board recorded O.R. Book 2479, Page 1084.

6. Perpetual Utility Easement in favor of Hernando County Water and Sewer District recorded in O.R. Book 2683, Page 1887.

7. Easement Agreement between Somerset Land LLC and Acts 88, LLC recorded in O.R. Book 3947, Page 421.

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Exhibit "C"

~~**Duke Letter of No Objection**~~
County Encroachment Agreement

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Exhibit "D"

Approved Construction Plans

DRAFT

Summary report: Litera Compare for Word 11.14.0.42 Document comparison done on 3/28/2026 11:01:46 AM	
Style name: Default Style	
Intelligent Table Comparison: Active	
Original DMS: iw://cloudimanage.com/active/62729103/7 - Hernando County_School District- Explorer Blvd- Transfer Agreement (HCSD 121125).docx	
Modified DMS: iw://cloudimanage.com/active/62729103/8 - Hernando County_School District- Explorer Blvd- Transfer Agreement (District 3-27-26).docx	
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~~Delete~~	5
~~Move From~~	0
Move To	0
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Embedded Graphics (Visio, ChemDraw, Images etc.)	0
Embedded Excel	0
Format changes	0
Total Changes:	11

PREPARED BY AND AFTER
RECORDING RETURN TO:
Kristin Kowaleski, Esquire
GrayRobinson, P.A.
PO Box 3324
Tampa, Florida 33601

TERMINATION AND RELEASE OF ENCROACHMENT AGREEMENT

THIS TERMINATION AND RELEASE OF ENCROACHMENT AGREEMENT (the "Termination") is made and executed this ____ day of _____, 2025 (the "Effective Date"), by and between **DUKE ENERGY FLORIDA, LLC**, a Florida limited liability company, successor by name change and merger to Florida Power Corporation d/b/a Progress Energy Florida, Inc., a Florida corporation ("Duke") and **THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA,** a body corporate and public subdivision of the state of Florida (the "District") (collectively, the "Parties").

W I T N E S S E T H:

WHEREAS, the District is the owner of a portion of Explorer Boulevard located in Hernando County known as Parcel No.: R12 423 17 0000 0010 0020, being more particularly described on Exhibit "A" attached hereto and incorporated herein by this reference ("the District Property"), which is a currently improved public road providing access to the District's Explorer K-8 School (the "School"); and

WHEREAS, Duke has easement rights to the District Property pursuant to that certain Easement dated April 1, 1927, recorded in Deed Book 97, Page 418 and Order of Taking recorded in Official Records Book 933, Page 347, all in the official records of Hernando County (collectively, the "Easements"); and

WHEREAS, Duke and the District are parties to that certain Encroachment Agreement dated November 20, 2006, recorded as Instrument Number 2007054034, in Official Records Book 2479, Page 1084 in the official records of Hernando County (the "Encroachment Agreement") pursuant to which Duke granted the District rights to occupy and utilize a portion of the District Property in the area encumbered by the Easements for the limited purpose of road right of way for access to the School; and

WHEREAS, Hernando County (the "County") and Somerset Land, LLC ("Somerset") are parties to that certain Development Agreement dated November 29, 2022, recorded as Instrument Number 2023012862, in Official Records Book 4273, Page 304 in the official records of Hernando County (the "Development Agreement") pursuant to which Somerset is required to extend Explorer Boulevard to the south, add additional access, perimeter security fencing and gates, and queuing for the School, in addition to further development of neighboring property (collectively, the "Development"); and

WHEREAS, the County has requested that the District dedicate and transfer to the County the District Property to (i) allow the County to incorporate Explorer Boulevard into the County road system so that a collector road for the County is constructed which will eliminate access and traffic issues; and (ii) transfer all maintenance and operational responsibilities to the County (collectively, the "Dedication"); and

WHEREAS, Duke ~~has issued a Letter of No Objection ("LONO~~and the County have agreed to the new Encroachment Agreement ("County Encroachment Agreement") with regard to the Development and the Dedication in which Duke agreed to terminate the Encroachment Agreement, which Encroachment Agreement (along with the District's rights) shall be replaced with the right-of-way depicted on Exhibit "B" attached hereto and incorporated herein (the "Right-of-Way"); and

WHEREAS, the District and Duke have agreed to terminate the Encroachment Agreement pursuant to the terms set forth herein.

NOW THEREFORE, for and in consideration of the premises hereof and other good and valuable consideration, the District and Duke hereby covenant and agree as follows:

1. Recitals. The above recitals are true and correct and are incorporated herein by reference.

2. Termination. The Encroachment Agreement is hereby terminated in its entirety, and all rights, duties, and obligations of the parties under the Encroachment Agreement are extinguished as of the Effective Date of this Termination. The District's right to occupy and use the portion of the District Property previously encumbered by the Easements for road right-of-way and access to the School shall hereafter be governed solely by the Right-of-Way. Duke acknowledges and approves the Right-of-Way and agrees that it shall not take any action that would impair, interfere with, or otherwise impede the District's lawful use and enjoyment of such Right-of-Way for access to the School.

3. Release. Duke hereby releases, remises, quitclaims, and forever discharges the District, its successors and assigns, from any and all rights, interests, easements, privileges, covenants, restrictions, or obligations arising out of or created by the Encroachment Agreement, whether express or implied.

4. Miscellaneous.

(a) Attorneys' Fees. In the event of any litigation between the Parties hereto (or their successors in interest as described herein) with respect to enforcement of rights under this Termination, the prevailing party in such action shall be entitled to recover all costs and expenses paid or incurred by such party in connection therewith, including reasonable attorneys' fees at or before the trial level and in any appellate proceedings.

(b) Notice. Notice shall be delivered to the addresses contained herein, or as further directed by either party upon written notice to the other party, and shall be deemed to have been given upon (a) receipt by recipient if personally delivered, (b) delivery to a recognized

courier, delivery service such as Federal Express, or postmark by the U.S. Postal Service, or (c) delivery by electronic mail provided that the receiving party provides acknowledgment of receipt:

Duke: Duke Energy Florida, LLC
525 South Tyron Street, DEP21
Charlotte, NC 28202
Attn: Transmission Asset Protection

District: SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA
919 North Broad Street
Brooksville, FL 34601
ATTN: Superintendent
Email: pinder_r@hcsb.k12.fl.us

With a copy to: SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA
919 North Broad Street
Brooksville, FL 34601
ATTN: School Board Attorney & General Counsel
Email: mockler_c@hcsb.k12.fl.us

And: GRAY ROBINSON, P.A.
Attn: Kristin Kowaleski, Esq.
101 East Kennedy Blvd, Suite 4000
Tampa, Florida 33602
Email: Kristin.kowaleski@gray-robinson.com

Either party hereto may change the address for Notice specified above by giving the other party ten (10) days' advance written notice of such change of address. Notices given otherwise than by mail shall be deemed given upon actual receipt thereof.

(c) Construction. Whenever the context of this Termination so requires or admits, words used in the neuter gender include the masculine and feminine; the singular includes the plural and the plural the singular; the word "person" includes a corporation, partnership or unincorporated association as well as a natural person. The fact that a party may be deemed to have drafted or structured any provision hereof shall not be considered in construing the particular provisions either in favor of or against such party.

(d) Captions. The captions at the beginning of the several paragraphs of this Termination are not a part of this Termination but merely labels to assist in locating and reading the respective paragraphs hereof. They shall be ignored in construing this instrument.

(e) Severability. If any provision of this Termination is declared invalid or unenforceable, then, if reasonably possible, taking into consideration the intent and purpose of

the Parties in entering into this Termination, the remainder of this Termination shall continue in full force and effect.

(f) Entire Agreement. This Termination contains the entire understanding between the Parties concerning the subject matter hereof and supersedes any prior understandings or agreements between them concerning the subject matter hereof. No changes, alterations, modifications, additions or qualifications to the terms of this Termination shall be binding upon the Parties unless made in writing and signed by the party to be bound thereby.

(g) Governing Law; Venue. All questions concerning the meaning, execution, construction, effect and validity of this Termination shall be judged and resolved in accordance with the laws of the State of Florida. Exclusive jurisdiction and venue for any action filed to interpret or enforce the terms of this Termination shall be in the appropriate court in Hernando County, Florida.

(h) Authority. Each of the undersigned individuals represents and warrants that it has the due and proper authority to execute this Termination.

[Remainder of Page Intentionally Blank]

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IN WITNESS WHEREOF, the Parties hereto have hereunto set their hands and seals the day and year first above written.

DUKE ENERGY FLORIDA, LLC,
a Florida limited liability company

By: _____
Name: _____
Title: _____

This _____day of _____, 2025

STATE OF FLORIDA
COUNTY OF _____

THE FOREGOING INSTRUMENT was acknowledged before me by means of ☐ physical presence or ☐ online notarization, this _____ day of _____, 2025, by _____, as _____ of DUKE ENERGY FLORIDA, LLC, a Florida limited liability company, on behalf thereof, who is ☐ personally known to me, or ☐ produced _____ as identification.

_____
Notary Public Signature
Print Notary Name:_____
My commission expires:_____

[AFFIX NOTARY SEAL]

[Signatures Continues on Following Page]

DRAFT

SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

By: _____
Name: _____
Title: _____

This _____day of _____2025.

Attest:

By: _____
Name: _____
Title: _____

Approved as to Form:

By: _____
Name: _____
Title: _____

STATE OF FLORIDA
COUNTY OF _____

THE FOREGOING INSTRUMENT was acknowledged before me by means of ☐ physical presence or ☐ online notarization, this _____ day of _____, 2025, by _____, as _____ of SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA, a body corporate and public subdivision of the state of Florida, on behalf thereof, who is ☐ personally known to me, or ☐ produced _____ as identification.

_____
Notary Public Signature
Print Notary Name:_____
My commission expires:_____

[AFFIX NOTARY SEAL]

DRAFT

Exhibit "A"

Legal Description of District Property

DRAFT

Exhibit "B"

Right-of-Way Plans

DRAFT

Summary report: Litera Compare for Word 11.14.0.42 Document comparison done on 3/27/2026 12:07:54 PM	
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Modified DMS: iw://cloudimanage.com/active/65013759/2 - DUKE-HCSD Explorer Blvd- Termination of Encroachment Agr (District 3-27-26).docx	
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Embedded Excel	0
Format changes	0
Total Changes:	9

TRANSFER AGREEMENT
Somerset and Acts

THIS TRANSFER AGREEMENT (the "Agreement") is made and executed as of the Effective Date by and between **ACTS 88, LLC**, a Florida limited liability company ("Acts 88"), **SOMERSET LAND, LLC**, a Florida limited liability company ("Somerset") (collectively, Somerset and Acts shall be referred to as the "Developer") and **THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA,** a body corporate and public subdivision of the state of Florida ("District").

W I T N E S S E T H:

WHEREAS, District is the owner of a portion of Explorer Boulevard located in Hernando County known as Parcel No.: R12 423 17 0000 0010 0020 ("the District Property"), which is a currently improved public road providing access to the District's Explorer K-8 School (the "School"); and

WHEREAS, Somerset is the owner of certain real property in Hernando County, Florida, known as Parcel ID: R13 223 17 3555 0000 0000 (the "Somerset Property"); and

WHEREAS, Acts is the owner of certain real property in Hernando County, Florida, known as Parcel ID: R13 423 17 0000 0010 0050 (the "Acts Property"); and

WHEREAS, Hernando County (the "County") and Somerset are parties to that certain Development Agreement dated November 29, 2022, recorded as Instrument Number 2023012862, in Official Records Book 4273, Page 304 in the official records of Hernando County (as amended or updated, the "Development Agreement") pursuant to which Somerset is required to extend Explorer Boulevard to the south, add additional access, perimeter security fencing and gates, and queuing for the School; and

WHEREAS, the County has requested that the District dedicate and transfer to the County the District Property to (i) allow the County to incorporate Explorer Boulevard into the County road system so that a collector road for the County is constructed which will eliminate access and traffic issues; and (ii) transfer all maintenance and operational responsibilities to the County (collectively, the "Dedication"); and

WHEREAS, in consideration for the District's Dedication to the County, Somerset has agreed to transfer to District, and District has agreed to acquire from Somerset, a portion of the Somerset Property depicted on Exhibit "A" attached hereto and incorporated herein, and Acts has agreed to transfer to District, and District has agreed to acquire from Acts, a portion of the Acts Property depicted on Exhibit "B" attached hereto and incorporated herein, both parcels are together with all rights and appurtenances thereto, including, but not limited to, rights of ingress and egress, any and all air space rights and interests and subsurface rights and interests, mineral rights, timber rights, riparian and littoral rights, together with all pertinent rights and interest pertaining to adjacent streets and roadways (collectively referred to as the "Real Property") all in accordance with the terms and conditions contained in this Agreement; and

WHEREAS, the conveyance by Developer to District shall also include all intangible property now or on the Closing Date (as hereinafter defined) owned or held by Developer in connection with the Real Property, including, without limitation, all engineering, designs, plans, specifications, land plans, studies, marketing reports, licenses, franchises, permits, contracts rights, agreements, zoning rights, density rights, development rights, TDRs, prepaid impact fees, credits for impact fees, mobility fees, access, service or other fees of any kind, and other entitlements and governmental applications, submittals and approvals which relate to the use, ownership and/or development of the Real Property, development orders and approvals, concurrency certificates or certifications and vested rights or claims of estoppel against governmental agencies, if any, to the extent such items exist (collectively, the "Intangible Property"). The Real Property and Intangible Property are hereinafter collectively called the "Property."

NOW, THEREFORE, in consideration of the foregoing, the District's Dedication, the mutual covenants, representations, warranties, and agreements contained herein, and for other good and valuable consideration, the adequacy and receipt of which are hereby acknowledged by all the parties, it is agreed as follows:

1. Incorporation of Recitals. The parties agree that the recitals are true and correct and by this reference incorporated and made a part of this Agreement.

2. Conveyance and Title. Subject to the terms and conditions of this Agreement and for the consideration set forth herein, Developer agrees to convey, transfer, assign, and deliver to District at Closing all of the following:

(a) Fee Simple Title to the Property by Special Warranty Deed ("Deed") free and clear of any lease, lien or claim except taxes for the current year and the Permitted Exceptions (defined below). Developer hereby agrees to satisfy and discharge any liens attributable to Developer on the Property prior to or at Closing.

(b) All of Developer's right, title and interest, if any in and to all Intangible Property.

(c) Exclusive possession of the Property unencumbered by any leasehold and/or possessory interest of any kind by any third party unless expressly stated in this Agreement.

3. Verification of Title and Environmental.

(a) Within fifteen (15) days after the Effective Date, District shall obtain, at Developer's expense, a title insurance commitment ("Commitment") issued by Gray Robinson, P.A. as "Title Agent" for Old Republic National Title Insurance Company ("Title Company") agreeing to provide, on the current ALTA marketability policy form, an owner's title insurance policy ("Title Policy"), which shall show insurable fee simple title to the Property to be vested in Developer and shall name District as the proposed insured. Developer shall pay the costs of the Commitment and of the Title Policy including any title examination or investigation fees and the costs for the premium for the Title Policy to be issued pursuant to the Commitment. District shall

be entitled to make objections to title if (i) the form of the Commitment is other than as described in this paragraph, or (ii) the Commitment reveals any exceptions to title (other than the lien of taxes not yet due and payable) that are not acceptable to District in its sole discretion ("Title Defects"). District shall notify Developer of any title objections within ten (10) days of receipt of the Commitment ("Title Objection Notice"). Developer shall notify District within five (5) business days after the date of the Title Objection Notice as to whether or not it elects to remove or cure any Title Defects. If Developer elects to remove or cure any Title Defects, Developer shall have thirty (30) days after the receipt of Title Objection Notice within which to resolve District's title objections (the "Cure Period"). In the event Developer is unable to satisfy District's objections within the Cure Period, Developer shall notify District, prior to the expiration of the Cure Period, of its failure to cure such Title Defects. If Developer notifies District that it elects not to cure any Title Defects or if Developer notifies District that it did not cure any and all Title Defects within the Cure Period, District may, within five (5) business days after receipt of such notice from Developer, either: (i) cancel this Agreement; or (ii) waive in writing its Title Defects and accept the condition of title. Title exceptions (exclusive of any liens, all of which Developer hereby agrees to satisfy on or before Closing, except in the event any such lien is contested by Developer in which event Developer shall obtain a bond securing payment of such lien) approved or accepted in writing by District shall hereinafter be referred to as "Permitted Exceptions." Notwithstanding anything to the contrary contained in this Agreement, any mortgages, construction liens or other monetary encumbrances ("Monetary Liens") shall not constitute Permitted Exceptions and shall be satisfied in full by Developer on or prior to the Closing. At least five (5) days prior to Closing, District shall cause the Commitment to be updated, and District shall have the right to object to any new title matters revealed by the updated Commitment. In the event the updated Commitment shows any matter not disclosed on the initial Commitment, then such matter shall be treated as a title defect under the procedure set forth above; provided however, that if District terminates this Agreement as a result of such new matter not disclosed by the initial Commitment, then Developer shall immediately reimburse District for any and all out-of-pocket loss, cost, or expense reasonably incurred by District in connection with the entering into and performance of this Agreement (the "Out-of-Pockets Reimbursement Obligation"), and thereafter the parties shall be relieved of any further obligations of this Agreement except such obligations that survive termination of this Agreement.

(b) Environmental Audit. Within the Inspection Period, District may, at Developer's sole cost and expense, obtain a Phase I Environmental Audit for the Property (the "Phase I Audit"). In the event that the Phase I Audit indicates that the Property contains any Hazardous Material or the potential for Hazardous Materials, then District may perform a Phase II Environmental Audit ("Phase II Audit") for the Property; provided, however, that prior to the performance of any Phase II Audit (except normal and customary geotechnical investigations, percolation tests, and soil borings tests), the proposed scope of work and the party who will perform the work shall be subject of Developer's review, comment and approval, which approval shall not be unreasonably withheld, delayed, or conditioned. In the event that the results of the Phase I Audit or Phase II Audit for the Property are unacceptable to District, in District's sole discretion, then District may terminate this Agreement and thereafter neither party shall have any further obligations hereunder.

4. Survey and Legal Description. Within forty-five (45) days of the Effective Date, District shall obtain, at Developer's sole cost and expense, a current survey of the Property prepared by a duly licensed land surveyor ("Survey"), which shall include a legal description of the Property. The legal description shall be subject to review and approval by District and shall be finalized and approved prior to the expiration of the Inspection Period. Any revisions to the survey or legal description required to correct errors, clarify boundaries, or conform to the parties' agreement shall be promptly made by the surveyor at Developer's expense. In the event the Survey shows any encroachments upon, from, or onto the Property or on or between any building setback line, property line, or any easement, which, in District's reasonable discretion, affects District's use of the Property or affects the marketability of the Property, such encroachment shall be treated in the same manner as a title defect under the procedure set forth in Section 3. The Survey may be updated no later than ten (10) days prior to Closing. In the event the updated Survey shows any matter not disclosed on the initial Survey, then such matter shall be treated as a title defect under Section 3 above; provided however, that if District terminates this Agreement as a result of such new matter not disclosed by the initial Survey, then Developer shall immediately satisfy the Out-of-Pockets Reimbursement Obligation, and thereafter the parties shall be relieved of any further obligations of this Agreement except such obligations that survive termination of this Agreement.

5. Inspection and Cooperation.

(a) Inspection Period. District, and its designees, shall have sixty (60) days after the Effective Date ("Inspection Period") to complete all things such as tests, inspections, studies and investigations (the "Inspection Rights") as may be deemed appropriate by District in its sole and absolute discretion to determine whether or not the Property is suitable for District's purposes and whether or not it is in District's best interest to consummate the transaction contemplated by this Agreement. It is acknowledged and agreed by Developer that no examination by District, its representatives or agents, shall be deemed to constitute a waiver or relinquishment on the part of District of its right to rely on the covenants, representations, warranties, or agreements made by Developer in this Agreement. In the event District determines that it is not in District's best interest to consummate the transaction contemplated by this Agreement, in District's sole discretion, District may cancel this Agreement by delivering notice of such election to Developer at or prior to the expiration of the Inspection Period, in which event neither Developer nor District shall have any continuing obligations under this Agreement except for those that expressly survive termination.

(b) Cooperation. Developer hereby grants to District and its designees the right to enter upon the Property to exercise the Inspection Rights in order to determine whether the Property is suitable for District's purposes, and Developer hereby agrees to cooperate with District and to execute any applications or other documents reasonably requested by District in connection with the Inspection Rights. Any tests conducted in connection with the Inspection Rights shall be conducted so as not to damage the Property. District agrees to promptly repair or restore the Property to the same condition as existed prior to District's entry thereon. All such entries onto the Property shall be at the risk of District, and Developer shall have no liability for any injuries sustained by District or any of District's agents or contractors. District agrees to indemnify and hold Developer harmless from any and all loss, claim, action, demand or liability which may arise against the Developer or the Property by virtue of District exercising its

Inspection Rights provided, however, District shall not be liable to Developer for the mere discovery of a condition at the Property without exacerbating such condition or any damage caused by Developer or Developer's agents, employees or contractors.

(c) Developer's Due Diligence Documents. Within five (5) business days after the Effective Date, Developer shall provide, at its cost, to District any and all surveys, studies, test/inspection results, plans, reports and any other materials which Developer has in its possession and which relate to the condition and/or development of the Property, along with copies of any leases or other unrecorded agreements affecting the Property to assist District in the exercise of its Inspection Rights (the "Due Diligence Documents"). If after the date of the delivery of the Due Diligence Documents, Developer obtains other items that constitute Due Diligence Documents, Developer shall promptly deliver the additional Due Diligence Documents to District.

6. Developer's Improvement Work. Pursuant to the Development Agreement, Developer is required, without limitation, to extend Explorer Boulevard to the south, and add additional access, perimeter security fencing and gates, queuing, and a new marquee of similar or better quality for the School, as well as provide construction and upgrading of District's drainage (collectively, the "Improvement Work"). The parties agree that the plans attached hereto as Exhibit "C" (the "Plans") have been approved by the District, the County, and Duke Energy Florida LLC, a Florida limited liability company ("Duke") and shall be subject to the approval by any and all jurisdictions having authority over the Improvement Work (collectively, any and all jurisdictions having authority over the Improvement Work shall be referenced as the "Governing Authority"). Any modifications to the Plans attached hereto must be approved in writing by the District's governing board and any Governing Authority.

(a) Timing of Improvement Work. District acknowledges that the timing of the Improvement Work will be governed by the need for access as additional phases of Somerset Bay are developed. Upon submission of the conditional plat application for the next phase of development of Somerset bay, a traffic study or transportation impact analysis which complies with the requirements of the Adequate Public Facilities Ordinance (2009-18) (as may be amended or updated) and is signed and sealed by a licensed Professional Engineer (PE), licensed to practice in the State of Florida, shall be prepared at the Developing Party's (as defined hereinbelow) sole cost. If (i) such traffic study or analysis determines that the proposed development phase causes or contributes to traffic impacts that exceed the adopted level of service standards for any affected roadway segment, intersection, or transportation facility, or that otherwise fails to satisfy applicable transportation concurrency requirements, or (ii) the County independently elects to improve the portion of Explorer Boulevard that is the subject of the Dedication, either such event shall constitute a "Triggering Event". The effective date of the Triggering Event under clause (i) shall be the date of conditional plat approval, and the effective date of the Triggering Event under clause (ii) shall be the date the County breaks ground on Explorer Boulevard. Upon the occurrence of a Triggering Event, the party (the "Developing Party") developing such Phase (i.e., Acts 88, Somerset or their successors and/or assigns) shall commence the Improvement Work within eighteen (18) months from the date of the applicable Triggering Event ("Commencement Deadline"), and shall complete the Improvement Work within eighteen (18) months from the date of commencement ("Completion Deadline"), unless such deadlines are modified by the applicable Governing Authority or by mutual written

agreement of the Developing Party and District. If at any time prior to approval of the conditional plat, the County reasonably determines that a traffic study or transportation assessment is necessary, either the County or the District may request that such study be performed, and Developing Party shall cause the same to be completed at the Developing Party's sole cost and expense.

(b) Compliance. All Improvement Work to be completed by Developing Party shall be completed in accordance with the Governing Authority, local and state laws, regulations, ordinances and building codes and shall be completed by appropriate licensed, insured and bonded contractors in a good and workmanlike manner. Developing Party shall be solely responsible for obtaining any and all permits, approvals, and authorizations required by the Governing Authority or regulatory agency in connection with the construction of the Improvement Work, including, without limitation, the District. Developing Party shall submit all required plans and documents to the District (and its third-party building official, if applicable) for review and approval prior to commencement of construction. Developing Party shall pay, at its sole cost and expense, all fees, charges, and expenses assessed by the District's third-party building official or any other reviewing agency for plan review, permitting, and inspections associated with the construction of the Improvement Work. Developing Party shall also comply with all conditions of such permits and approvals and shall promptly provide the District with copies of all permits and inspection reports upon request.

(c) Coordination of Construction. Developing Party shall provide the District with at least ninety (90) days' prior written notice before commencement of the Improvement Work. Developing Party shall coordinate with the District to create a schedule for the Improvement Work for the minimal disruption of School operations. This plan shall be mutually approved by both parties and such approval shall not be unreasonably withheld. Developing Party shall maintain continuous, safe, secure, and convenient access for School buses, staff, parents, emergency vehicles, and students at all times during construction. Any temporary detours or closures affecting access routes shall be coordinated no less than seventy-two (72) hours in advance with the District and shall not occur during School arrival or dismissal hours unless expressly approved in writing by the District. Developing Party shall implement appropriate traffic control measures, signage, and flagging personnel as necessary to ensure safe and efficient traffic flow during all construction activities. Developing Party shall provide the District with at least seventy-two (72) hours' prior written notice before commencement of any construction activities impacting or disrupting utilities serving the School. A traffic control plan, temporary fencing plan, or construction staging plan, if required by the District or Governing Authority, shall be submitted for review and approval prior to commencement of construction. Developing Party shall coordinate construction schedules with the District's Director of Facilities and Construction, or other designee, to minimize disruption to School operations, including testing periods, events, and transportation schedules. Construction activities generating excessive noise, dust, or vibration shall be restricted during regular School hours to the extent reasonably practicable. Any damage to School access drives, parking areas, sidewalks, or related infrastructure caused by construction activities shall be promptly repaired or restored by Developing Party, at its sole cost and to the District's satisfaction.

(d) District Rights Prior to Closing. Developer expressly acknowledges the District's rights to use the Property pursuant to that certain easement recorded in Official

Records Book 2102, Page 979, of the Public Records of Hernando County, Florida (the "Easement"). From and after the Effective Date through and including the Closing, Developer shall not, and shall not permit any other party to, interfere with, impair, revoke, terminate, modify, alter, encumber, or otherwise adversely affect the Easement or the District's rights thereunder. Developer further covenants that, aside from the Improvement Work, it shall not cause or allow any construction, development activity, obstruction, grading, utility work, or other condition within the Easement area that would materially or adversely impact the District's use, access, operation, or enjoyment of the Easement during such period. These obligations shall be absolute, unconditional, and shall survive the Closing. Until commencement of the Improvement Work, Explorer Boulevard and the School access shall continue to operate in their current condition, and Developer shall not make any changes that interfere with such operation.

(e) Drainage Easement. In connection with the grading and slope alterations that are necessary for Developing Party's construction of the Improvement Work, District will be required to obtain a perpetual, non-exclusive drainage easement from Somerset over, upon, across, through and under a portion of Somerset Property. At Closing, Somerset and District will execute and record a Drainage Easement Agreement in the form attached hereto as Exhibit "D".

(f) District Takeover Rights. If Developing Party does not commence the Improvement Work by the Commencement Deadline or complete the Improvement Work by the Completion Deadline, then District, at District's sole option, may elect (by providing written notice of such election to the Developing Party) to complete installation of the Improvement Work in a timely manner in accordance with the Plans for such Improvement Work, in which case all direct costs and expenses incurred by District in doing so shall be payable to District from Developing Party plus an amount equal to ten percent (10%) of such direct costs and expenses. All payment requests from District under this section shall be paid within fifteen (15) days after receipt of such invoice and receipts therefor, after which such amounts shall bear interest at ten percent (10%) per annum until paid.

(g) Default. Notwithstanding and in addition to Section 15 of this Agreement, in the event Developing Party fails to comply with any term or condition of this Section 6, including but not limited to restoration obligations, or time limitations, District shall have the right, upon written notice to Developing Party, to pursue any and all remedies available at law or in equity. Developing Party shall be responsible for all costs and expenses incurred by District in enforcing the terms of this Section, including reasonable attorneys' fees and costs (whether incurred before or after litigation, at trial or on appeal). The rights and remedies provided herein are cumulative and in addition to any other rights and remedies available under applicable law or under the terms of this Agreement.

7. Conditions Precedent to District's Performance. The obligations of District to close this Agreement shall, unless waived in writing by District, be subject to the following conditions (the "Conditions Precedent"):

(a) Correctness of Representations and Warranties. The Representations and Warranties of Developer set forth in Section 12 shall be true on and as of the Closing Date with the same force and effect as if such Representations and Warranties had been made on and as of

the Closing Date. Developer shall execute a Certificate of Representations and Warranties at Closing. In the event the Representations and Warranties of Developer set forth herein become untrue or inaccurate after the Effective Date and Developer fails to cure such occurrence prior to the Closing, District may, upon its receipt of Developer's disclosure of the inaccuracy, and in addition to any rights or remedies provided for in this Agreement: (i) accept the Property and close under the provisions of this Agreement, subject to the matters relating to the untrue or inaccurate representation or warranty; or (ii) terminate this Agreement, whereupon Developer shall immediately satisfy the Out-of-Pockets Reimbursement Obligation. District shall be deemed to have waived option (ii) above if not timely elected;

(b) Title; Survey; Physical Condition and Environmental Inspections. The condition of title, the matters reflected on the Survey, and the physical and environmental condition of the Property shall remain unchanged since the dates of such inspections, surveys and reports, which District obtained during the Inspection Period, each through the Closing;

(c) Improvement Work. Developing Party shall have completed the Improvement Work in accordance with the Plans and subject to the satisfaction of District.

(d) Compliance by Developer/Developing Party. Developer/Developing Party shall have performed, observed and complied with all of the covenants, agreements and conditions required by this Agreement to be performed, observed and complied with by Developer/Developing Party prior to or as of the Closing.

(e) Authority Documents. Developer shall provide the title company with sufficient evidence regarding Developer's authority to execute and consummate the transactions contemplated in this Agreement to meet the title insurance company's requirements for issuance of the Title Policy; and

(f) No Moratorium. There shall be no governmental moratorium or other governmental action of general applicability that shall prevent the development of the Property, or any portion thereof or otherwise affect District's use.

In the event that all of the Conditions Precedent have not been satisfied prior to the Closing Date, District shall have the right by written notice to Developer (and Developing Party, as applicable) no later than the Closing Date, to: (a) waive all of the Conditions Precedent and proceed to Closing; or (b) terminate this Agreement. In the event the District elects option (b) of the preceding sentence, thereafter the parties shall have no further obligations to each other, except as otherwise set forth herein. If on or before the Closing Date, District fails to close or give the notice required by the preceding sentence for any reason other than Developer's default, then this Agreement shall automatically terminate at 5 p.m. local on the Closing Date with no further action required by either party, and thereafter the parties shall have no further obligations to each other, except as otherwise set forth herein. Notwithstanding any provision to the contrary contained herein, in the event that Developer and/or Developing Party is in default or caused the failure of any of the Conditions Precedent, and District elects to terminate this Agreement, then the defaulting Developer party shall immediately satisfy the Out-of-Pockets Reimbursement Obligation, and District shall also be entitled to pursue its rights and remedies set forth in Section 15.

8. Closing. Provided all Conditions Precedent to Closing stated in Section 7 of this Agreement shall be satisfied or waived by District, in writing, the transfer of the Property shall occur fifteen (15) days after Developer has completed the Improvement Work in accordance with the Plans and to the satisfaction of District (the "Closing" or "Closing Date"). The Closing shall occur through the offices of Title Agent or at such other place as agreed upon by the parties. The parties shall not be obligated to attend Closing and may submit the documents required of it by mail, Federal Express or other delivery service.

9. Adjustments and Prorations. The following are to be prorated and apportioned as of the date of Closing:

(a) Real estate taxes for the year of Closing shall be prorated through the date of Closing pursuant to section 196.295, Florida Statutes, and the parties shall cooperate in removing the Property from the tax collection rolls.

(b) All liens or assessments, special or otherwise, against the Property, as of the date of Closing, shall be paid in full by Developer.

(c) Any water, electricity or other utility charges for services furnished to the Property through the date of Closing shall be paid by Developer.

(d) Real estate taxes for tax years preceding the date of the Closing shall be paid by Developer.

If, after the Closing, the actual amount of any adjustments pursuant to this Section 9 are determined by the tax collector and differ from the amount prorated at Closing, Developer shall be solely responsible for payment of all taxes prior to Closing, regardless of adjustment in the amount from the tax collector. The obligations of the parties under this Section shall survive Closing and shall not be subject to any limitation period.

10. Expenses of Closing. Each Developer party shall pay and be responsible for (i) any documentary stamp, transfer or similar taxes due on or in relation to the transfer of their respective portion of the Property, (ii) the cost of the Commitment and premium for the Title Policy, (iii) the cost of the Survey and Phase I Audit, and (iv) the cost of recording any corrective instruments. District shall pay and be responsible for (i) the cost of any requested endorsements for the Title Policy, and (ii) the cost of recording the Deed. Each party shall be responsible for its own attorney's fees and costs, except as provided otherwise by this Agreement.

11. Closing Documents.

(a) Developer shall execute and/or deliver or cause to be delivered the following documents at Closing:

(i) The Deed, subject only to the Permitted Exceptions;

(ii) The Title Policy issued by the Title Agent, as agent for Title Company, insuring good and indefeasible fee simple title to the Real Property in the District subject only to the Permitted Exceptions;

(iii) Owner's Affidavit as may be required by the Title Company to remove the standard mechanic's lien, possession and gap exceptions from the Title Policy;

(iv) An assignment, duly executed and acknowledged by Developer, assigning all Developer's right, title and interest in and to any and all items of Intangible Property, to include all permits, approvals, impact fee credits, concurrency rights, and development agreements;

(v) The closing statement itemizing the dollar amounts of all financial matters related to the Closing, including the adjustments and prorations provided herein;

(vi) The originals of all items constituting Intangible Property in Developer's possession or obtainable by Developer;

(vii) Certificate of Representations and Warranties;

(viii) The Drainage Easement Agreement;

(ix) Non-foreign affidavit from Developer evidencing that District shall not be liable for transfer liability under Section 1445 of the Internal Revenue Code, as amended and any reporting statements required under Section 1099 of the Internal Revenue Code (FIRPTA Affidavit); and

(x) Such other documents as may be required, necessary or useful in consummating the transaction contemplated by this Agreement; and

(b) District shall execute and/or deliver the following at Closing:

(i) A countersigned copy of the Drainage Easement Agreement;

(ii) The closing statement itemizing the dollar amounts of all financial matters related to the Closing, including the adjustments and prorations provided for herein; and

(iii) Such other documents as may be required, necessary or useful in consummating the transaction contemplated by this Agreement.

12. Developer Representations, Warranties and Covenants.

(a) Representations and Warranties. In order to induce District to enter into this Agreement, Developer hereby makes the following warranties and representations, which warranties and representations shall be true and correct as of the Closing and shall be reconfirmed by Developer in an affidavit executed by Developer at Closing and shall survive Closing ("Representations and Warranties"):

(i) Authority to Enter into and Consummate the Offer. The execution and delivery of this Agreement, and the consummation of the transaction contemplated hereby, will not violate or result in a breach of or constitute a default under any provision of any contract, lien, instrument, order, judgment, decree, ordinance, regulation or other restriction of any kind to which Developer or the Property is or may be bound and affected. Developer has the power and authority and has obtained approval from all entities and persons required by Developer to approve the transaction contemplated by this Agreement to enter into, deliver and perform this Agreement, to execute and deliver all documents required hereby, to convey all of its right, title and interest in and to the Property, and to otherwise take all steps necessary in the performance of the duties and obligations of Developer hereunder. Developer is not a "foreign person" under Section 1445 of the Internal Revenue Code of 1986, as amended, and at Closing, Developer shall provide an affidavit satisfactory to District confirming such fact.

(ii) Compliance with the Law. There are no violations of any applicable laws, ordinances, regulations, statutes, permits, rules and restrictions pertaining to and affecting the Property.

(iii) Litigation. There are no pending or, to the best of the Developer's knowledge, threatened matters of litigation, administrative action or arbitration against the Developer or the Property, or any pending or threatened eminent domain, expropriation, condemnation or other governmental proceedings involving a taking of the Property or any part thereof or contesting or seeking to restrain or prevent the consummation of the transactions contemplated hereby. No attachments, execution proceedings, assignments, insolvency, bankruptcy or reorganization proceedings are pending or threatened or available against or contemplated by Developer.

(iv) Developer Defaults. Developer is not in default under the provisions of any deed of trust or other encumbrance, lien, or restriction on the Property. During the term of this Agreement, Developer shall pay all amounts and perform all obligations required to be paid or performed by Developer under any such deed of trust or other encumbrance, lien or restriction. Developer shall notify District in writing of any notices received, including any notices of default, from any lien holder who claims an interest in the Property.

(v) Certain Information. All records and other documents which have been, or are to be, delivered by Developer under this Agreement are, or in the case of future deliveries, will be, true, accurate and complete, and fairly present the information set forth therein in a manner which is not misleading.

(vi) Parties in Possession/Interests of Others. Developer hereby warrants and represents that there are no parties in possession of any portion of the Real Property or anyone other than Developer with any rights to occupy or use the Real Property or any part thereof or any interest therein. There is no legal or equitable interest in the Property owned or claimed by any person or entity other than Developer, except for interests to be terminated at Closing and interests specifically disclosed or permitted herein.

(vii) Commitments. No commitments, agreements or representations have been made to or with any condominium association, property owners association, property

owner, governmental authority, utility company, school board, or to any other organization, group or individual relating to the Property, which would impose any obligation upon District or its successors or assigns, or any fee simple owner of the Property or restrict development of the Property according to existing laws, regulations and ordinances, other than what may be recorded among the public records of the county in which the Property is located.

(viii) Burial Sites. No portion of the Property is or has been used as a grave site, nor has any portion of the Property been used as a gravel pit, quarry, or other industrial use that would impair or inhibit District's ability to use the Property.

(ix) Endangered Species. To the best of Developer's knowledge, the Property contains no threatened or endangered species or endangered or protected habitats or items of archaeological significance as defined by applicable state and Federal laws. There are no known geological formations or conditions that might affect the use or development of the Property.

(x) Bankruptcy. There are no attachments, executions or assignments of the Property for the benefit of creditors and Developer has not filed, voluntarily or involuntarily, for bankruptcy relief within the last year under the laws of the United States Bankruptcy Code, nor has any petition for bankruptcy or receivership been filed against Developer within the past year nor is Developer currently insolvent.

(xi) Complete Disclosure of Agreements. Developer is not a party to any leases, options, contracts, franchise agreements or agreements creating rights in favor of any third parties affecting the Property in any manner whatsoever, nor shall there be any such leases, options, contracts, franchises or rights of third parties granted by Developer during the term of this Agreement. Any contracts or leases which District does not agree to assume shall be terminated at Closing.

(xii) Special Assessments and Taxes. All taxes, assessments, fees and other governmental charges levied or assessed upon Developer with respect to the Property which would otherwise be due and payable have been paid by Developer, and that any accruing or unpaid taxes, assessments, fees and other governmental charges levied or assessed upon Developer with respect to the Property through the Closing Date will be paid in full by Developer with the exception of any that are to be prorated through Closing.

(xiii) Mechanics' Laborers' and Materialmen's Liens. No work has been performed on the Property which could give rise to any mechanics', laborers' or materialmen's liens being placed on the Property. Developer has fully paid all laborers and materialmen for prior improvements to, and work performed on, the Property, or the applicable lien periods have expired and Developer shall execute an owner's affidavit concerning these matters in a form and content acceptable to the title insurance company issuing the Title Policy which will enable the title insurance company to remove all standard exceptions, including those for mechanics' and materialmen's liens arising under Chapter 713, Florida Statutes.

(xiv) Anti-Terrorism Law. Developer is not, and will not be, a person or entity with whom District is restricted from doing business with under the Uniting and

Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001, H.R. 3162, Public Law 107-56 (commonly known as the "USA Patriot Act") and Executive Order Number 13224 on Terrorism Financing, effective September 24, 2001 and regulations promulgated pursuant thereto (collectively, "Anti-Terrorism Laws"), including without limitation persons and entities named on the Office of Foreign Asset Control Specially Designated Nationals and Blocked Persons List.

(xv) Environmental Warranties. To the knowledge of the Developer, (i) no friable asbestos containing material is in use, or is or has been stored or disposed of, on or upon the Property, (ii) no polychlorinated biphenyls ("PCBs") are located on or in the Property in any form or device, including, without limitation, in the form of electrical transformers, except in compliance with applicable environmental laws, and (iii) no above ground or underground storage tanks are located on the Property or were located on the Property and subsequently removed or filled.

Developer further represents and warrants that to its knowledge the Property (including underlying soil and groundwater conditions) is not in violation of any state, local, federal or other law, statute, regulation, code, ordinance, decree or order relating to hygienic or environmental conditions, and that during the Developer's or its affiliates' ownership of the Property, it has not used, generated, stored or disposed of any flammable explosives, radioactive materials, hazardous waste, toxic substances, petroleum products or related materials, on, under or about the Property. For purposes hereof, the terms "disposal", "release", "threatened release", "hazardous substances" and "hazardous waste" shall mean and include the definitions thereof set forth in the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended, 42 U.S.C.A. §9601 et seq., ("CERCLA"), and the regulations adopted pursuant to CERCLA, and/or under the Resource Conservation and Recovery Act, 42 U.S.C.A. §6901 et seq. ("RCRA"), and the regulations adopted pursuant to RCRA and all other federal, state, county, local and other laws, ordinances, codes, statutes, rules, regulations, decrees and orders relating to or imposing liability or standards of conduct regarding environmental or hygienic matters. The term "hazardous materials" shall include "solid waste" (as that term is defined under RCRA and the regulations adopted pursuant to RCRA), "hazardous waste" (as that term is defined under RCRA and the regulations adopted pursuant to RCRA), "hazardous substance" (as that term is defined under CERCLA and the regulations adopted pursuant to CERCLA), and other pollutants, including, without limitation, petroleum products, and any solid, liquid, gaseous or thermal irritant or contaminant, such as smoke, vapor, soot, fumes, acids, alkalis or chemicals.

(xvi) Human Trafficking. Neither Acts 88 nor Somerset use coercion for labor or services as defined in section 787.06, Florida Statutes. Acts 88 and Somerset will both execute the respective affidavit attached hereto as Exhibit "E" contemporaneously with the execution of this Agreement.

In addition to any other remedies provided in this Agreement for a breach of a representation or warranty by Developer, Developer hereby agrees to indemnify, defend and hold District harmless from and against any and all actual damages, including attorneys' fees and other litigation costs and expenses District may suffer, sustain, or incur as a result of any material misrepresentation, or material breach of any warranty, of Developer, as specifically set forth in this Section 12, or any document or instrument executed or to be executed by or on behalf of

Developer pursuant to this Agreement, or in furtherance of the transaction contemplated hereby. All Representations and Warranties herein shall be renewed at Closing, shall survive Closing and the delivery of the Deed to the Real Property for a period of two (2) years.

(b) Covenants and Agreements of Developer. Developer covenants and agrees with District as follows:

(i) No improvements shall be constructed on the Property prior to Closing except for the Improvement Work.

(ii) From and after the date hereof, Developer will not: (i) create or incur, or suffer to exist, any mortgage, lien, pledge, or other encumbrance in any way affecting the Property, other than the lien for taxes not yet due and payable; or (ii) commit any waste or nuisance upon the Property.

(iii) Developer will not, without the prior written consent of District, which consent may be withheld in District's sole discretion, enter into any mortgage, lease, or agreement affecting the Property.

(iv) Developer shall advise District of any litigation, arbitration, or administrative hearing before any governmental agency concerning or affecting the Property which is instituted or threatened subsequent to the date hereof.

(v) Developer shall not (i) sell the Property or market the Property for sale (which shall include entering into a back-up Agreement with respect to the Property); or (ii) intentionally take any action which would have the effect of violating any of the Representations and Warranties of Developer contained in this Agreement in a material manner.

13. Brokerage Commission. Each party represents to the other that no broker has been involved in this transaction. It is agreed that any party to this Agreement who knowingly takes actions or knowingly makes commitments forming the basis of any claim for a brokerage commission agrees to indemnify and hold harmless the other party hereto from and adjust any and all such claims or demands with respect to any brokerage fees or agent's commissions or other compensation asserted by any person, firm or corporation in connection with this Agreement or the transaction contemplated hereby.

14. District's Default. In the event District shall fail to timely comply with any material covenant or obligation on the part of the District to be performed, and Developer shall have performed all of its covenants, agreements and obligation hereunder, Developer shall notify District of any such default and the action Developer deems necessary to cure such default, and District shall have ten (10) business days from receipt of such notice in which to cure any such default. In the event District fails to cure such default within said cure period, then Developer, as Developer's sole and exclusive remedy, shall have the right to terminate this Agreement by giving written notice thereof to District, whereupon neither party hereto shall have any further rights or obligations hereunder.

15. Developer's Default. In the event of a default by Developer under this Agreement or if Developer's warranties and representations contained herein are not correct, at the option of

the District (i) it may terminate this Agreement by delivering written notice thereof to the Developer and the Title Agent, in which event, Developer shall pay the Out-of-Pockets Reimbursement Obligation, (ii) District shall be entitled to seek to enforce specific performance of Developer's obligations hereunder, or (iii) if Developer has taken any action that renders the remedy of specific performance not available, then exercise any other right or remedy District may have at law or in equity by reason of Developer's default including, but not limited to, the recovery of damages and attorneys' fees incurred by District in pursuing its remedy.

16. Risk of Loss. If prior to the Closing there shall occur a sinkhole or other casualty to all or any portion of the Property which would interfere with District's use of the Property, in District's sole discretion, or would cost in excess of One Hundred Thousand Dollars and 00/100 Dollars ($100,000.00) (as reasonably determined by an independent party mutually acceptable to District and Developer) to remediate, District shall elect either of the following by notice given to Developer within ten (10) business days after District becomes aware of such damage or destruction:

(a) to terminate this Agreement, whereupon neither Developer nor District shall have any continuing obligations unto the other; or

(b) to consummate this Agreement, in which event Developer shall assign to District its rights under any insurance policy covering such damage or destruction to the proceeds payable on account of such damage or destruction.

17. Condemnation. If any authority having the right of eminent domain shall commence negotiations with Developer or shall commence legal action against Developer for the damaging, taking or acquiring of all or any part of the Property either temporarily or permanently, by condemnation or by exercise of the right of eminent domain, Developer shall immediately give notice of the same to District. Upon the occurrence of any of the foregoing events, District shall have the right, at its option, to terminate this Agreement by giving notice thereof to Developer on or before the date of Closing, in which event District shall be released of all further obligations. If District does not so terminate this Agreement, at the Closing, Developer shall assign to District all rights of Developer in and to any such awards, settlement proceeds or other proceeds which are payable at or after the date of Closing. The risk of condemnation or eminent domain shall be borne by the Developer until the date of Closing. In the event of any negotiations with any authority regarding the payment of any awards or other sums or regarding any settlement on account of any damaging, taking or acquiring through condemnation or eminent domain, Developer will inform District of all such negotiations of which Developer has notice and will permit District to take part therein.

18. Notice. Notice shall be delivered to the addresses contained herein, or as further directed by either party upon written notice to the other party, and shall be deemed to have been given upon (a) receipt by recipient if personally delivered, (b) delivery to a recognized courier, delivery service such as Federal Express, or postmark by the U.S. Postal Service, or (c) delivery by electronic mail provided that the receiving party provides acknowledgment of receipt:

Acts 88: Acts 88, LLC.
Mark Taylor, Manager

PO Box 10779
Brooksville, Florida 34603
Email: marktaylor@tampabay.rr.com

Somerset: Somerset Land, LLC.
Ron Bastyr, Manager
18125 Wayne Road
Odessa, Florida 33556
Email: ronbastyr@yahoo.com

With a copy to: Meridian Partners Law, P.A.
1901 Ulmerton Road
Suite 470
Clearwater, FL 33762
Attn: Bryan W. Sykes, Esq.
Email: bryan@meridianpartnerslaw.com

District: SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA
919 North Broad Street
Brooksville, FL 34601
ATTN: Superintendent
Email: pinder_r@hcsb.k12.fl.us

With a copy to: SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA
919 North Broad Street
Brooksville, FL 34601
ATTN: School Board Attorney & General Counsel
Email: mockler_c@hcsb.k12.fl.us

And: GRAY ROBINSON, P.A.
Attn: Kristin Kowaleski, Esq.
101 East Kennedy Blvd, Suite 4000
Tampa, Florida 33602
Email: Kristin.kowaleski@gray-robinson.com

Either party hereto may change the address for Notice specified above by giving the other party ten (10) days' advance written notice of such change of address. Notices given otherwise than by mail shall be deemed given upon actual receipt thereof.

19. Entire Agreement. This Agreement constitutes the entire agreement of the parties with respect to the Property described herein. This Agreement may not be amended or modified orally. All understandings and agreements heretofore between the parties with respect to the Property are merged in this Agreement, which alone fully and completely expresses their understanding. Handwritten and initialed provisions shall supersede typewritten provisions.

20. No Waiver. No waiver of any provision of this Agreement shall be effective unless it is in writing and signed by the party against whom it is asserted and any such written

waiver shall only be applicable to the specific instance to which it relates and shall not be deemed to be a continuing or future waiver.

21. Amendments. This Agreement may not be amended, modified, altered or changed in any respect whatsoever except in writing duly executed by the parties hereto.

22. Captions. The captions of this Agreement are for convenience and reference only and in no way define, describe, extend or limit the scope or intent of this Agreement or the intent of any provision hereof.

23. Successors; Assignment. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, successors, assigns and legal representatives. If title to the Somerset Property or the Acts Property is conveyed to a third party at any time, Developer shall provide the District with at least thirty (30) days' prior written notice of such transfer, and any party acquiring title shall be substituted, in all respects, for Acts 88 and/or Somerset (as applicable) with respect to the obligations that run with the land). Any assignee shall assume all of Developer's obligations under this Agreement pursuant to an Assignment and Assumption Agreement acceptable to the District.

24. Short Form Memo. Within five (5) days of the Effective Date of this Agreement, the parties agree to executed and record a short form and memorandum of this Agreement (the "Memorandum") in the Official Records of Hernando County, Florida, in a form substantially similar to Exhibit "F" attached hereto, for the purpose of placing all successors, assigns, lenders, and purchasers of Developer on actual and constructive notice of the obligations of Developer under this Agreement, all of which shall run with the land to the extent permitted by law. Developer shall be responsible for all recording costs.

25. Time. Time is of the essence with respect to all matters contained herein. Whenever any time period is to be computed hereunder, the day from which the period shall run is not to be included, and any period ending on a Saturday, Sunday or legal holiday will be extended to the next business day.

26. Attorneys' Fees. In any litigation which arises between the parties under or related to this Agreement, the prevailing party shall be entitled to recover its attorneys' fees and costs incurred in such litigation from the other party.

27. Counterparts. This Agreement may be executed in counterparts by the parties hereto and each shall be considered an original, but all such counterparts shall be construed together as representing one agreement between the parties hereto.

28. Effective Date. The effective date ("Effective Date") of this Agreement shall be the last date that either District or Developer executes this Agreement.

29. Validity. In the event any term or provision of this Agreement is determined by appropriate judicial authority to be illegal or otherwise invalid, such provision shall be given its nearest legal meaning or be construed or deleted as such authority determines, and the remainder of this Agreement shall remain in full force and effect.

30. Miscellaneous. Whenever used, the singular number shall include the plural; the plural number shall include the singular; and the use of any gender shall include all genders.

31. Governing Law; Venue. This Agreement shall be governed by the laws of the State of Florida. Venue for any action, proceeding, or dispute arising out of or relating to this Agreement, the Property, or any transaction contemplated hereby shall lie exclusively in the state courts located in and for the county in which the Property is located. The parties hereby waive any objection based on forum non conveniens and consent to the personal jurisdiction of such courts.

32. Digital Image. The parties agree to accept a digital image of this Agreement, as executed, as a true and correct original and admissible as best evidence to the extent permitted by a court with proper jurisdiction.

33. Further Assurances. In addition to the acts and deeds recited herein and contemplated to be performed, executed and/or delivered by Developer, Developer hereby agrees to perform, execute and/or deliver or cause to be performed, executed and/or delivered at the Closing or after the Closing, any and all further acts, deeds and assurances as District may reasonably require to: (i) evidence and vest in District the ownership of, and title to, all of the Property; and (ii) consummate the transaction contemplated hereunder.

34. Joint and Several Liability. Where two or more entities constitute the Developer under this Agreement, each such entity shall be jointly and severally liable for the full and timely performance of all obligations, liabilities, covenants, and indemnities of Developer under this Agreement. The obligations of each such entity are independent, and the non-default of one entity shall not limit or impair the enforceability of this Agreement against any other entity. The other party may proceed against any one or more of such entities without the necessity of first proceeding against the others.

35. Indemnification. Developer acknowledges and agrees that Duke has easement rights to the District Property pursuant to that certain Easement dated April 1, 1927, recorded in Deed Book 97, Page 418 and Order of Taking recorded in Official Records Book 933, Page 347, all in the official records of Hernando County (collectively, the "Easements"), and that Duke and the District are parties to that certain Encroachment Agreement dated November 20, 2006, recorded as Instrument Number 2007054034, in Official Records Book 2479, Page 1084 in the official records of Hernando County (the "Encroachment Agreement") pursuant to which Duke granted the District rights to occupy and utilize a portion of the District Property in the area encumbered by the Easements for the limited purpose of road right of way for access to the School. While Duke has ~~issued a Letter of No Objection~~agreed to the form of a new Encroachment Agreement between Duke and the County attached herein as Exhibit "G" ("~~LONO~~"), such LONO expires twelve (12) months from the date of issuanceCounty Encroachment Agreement"), such County Encroachment Agreement may terminate prior to completion of the contemplated improvements. Developer acknowledges and agrees that District is relying on that ~~LONO~~County Encroachment Agreement in entering into this Agreement as well as completing the Dedication.

(a) Until such time as the Encroachment Agreement is terminated, to the extent applicable, Developer agrees to fully comply with all obligations under the Encroachment Agreement and the Easements. Developer shall not revise the Plans or otherwise commit, or fail to commit, any act that would cause Duke ~~not to issue a new LONO after the original LONO has expired~~to terminate the County Encroachment Agreement.

(b) Developer, at its successor and assigns, shall defend, indemnify, and hold harmless the District and its board members, officers, employees, agents, and representatives (collectively, the "District Indemnitees") from and against any and all claims, demands, causes of action, damages, losses, liabilities, costs, fines, penalties, judgments, and expenses, including reasonable attorneys' fees and costs at all levels (including appellate), arising out of, related to, or resulting from, directly or indirectly:

(i) Any breach or violation by Developer, or by any party acting by, through, or under Developer, of the Encroachment Agreement, this Agreement, any related easements, licenses, permits, approvals, or conditions thereof;

(ii) Any act or omission of Developer, or any party acting by, through, or under Developer, that results in, causes, contributes to, or gives rise to any restriction, limitation, interference, or impairment of the District's access to the School, whether temporary or permanent;

(iii) Any action, inaction, decision, change in position, or failure to act by Duke Energy or any successor or affiliate thereof, including the expiration, revocation, modification, non-renewal, refusal to re-issue, or failure to re-issue any ~~LONO~~County Encroachment Agreement after the ~~expiration~~termination of the original ~~LONO~~County Encroachment Agreement, or any other consent, approval, or authorization, to the extent arising from or related to Developer's acts, omissions, agreements, obligations, or development activities;

(iv) Any litigation, claim, demand, or proceeding brought by any third party, including Duke, arising out of or relating to the Encroachment Agreement, the ~~LONO (including any failure to re-issue the LONO)~~County Encroachment Agreement, the Easements, this Agreement, or the District's access to the School;

(v) Any enforcement action, regulatory proceeding, or governmental claim related to the Encroachment Agreement, the ~~LONO (including any failure to re-issue the LONO)~~County Encroachment Agreement, the Easements, this Agreement, or the District's access to the School; and

(vi) Any failure of Developer to ~~obtain or cause to be re-issued the new LONO, or to otherwise~~ comply with the Encroachment Agreement, the ~~LONO~~County Encroachment Agreement, the Easements, or this Agreement.

(c) This indemnification obligation shall apply regardless of whether the claim arises during or after the term of this Agreement, shall survive expiration or termination of this Agreement as well as the Closing, and shall apply even if the claim is caused in part by the

negligence of a District Indemnitee, except to the extent caused by the gross negligence or willful misconduct of the District.

[Signatures appear on the following page(s)]

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals the day and year first above written.

ACTS 88:

ACTS 88, LLC, a Florida limited liability company

By:_____
Name:_____
Title:_____

Date: _____, 202__

SOMERSET:

SOMERSET LAND, LLC, a Florida limited liability company

Signature: _____
Name:_____
Title:_____

Date: _____, 202__

SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

By:_____
Name:_____
Title:_____

Date: _____, 202__

Attest:

By:_____
Name:_____
Title:_____

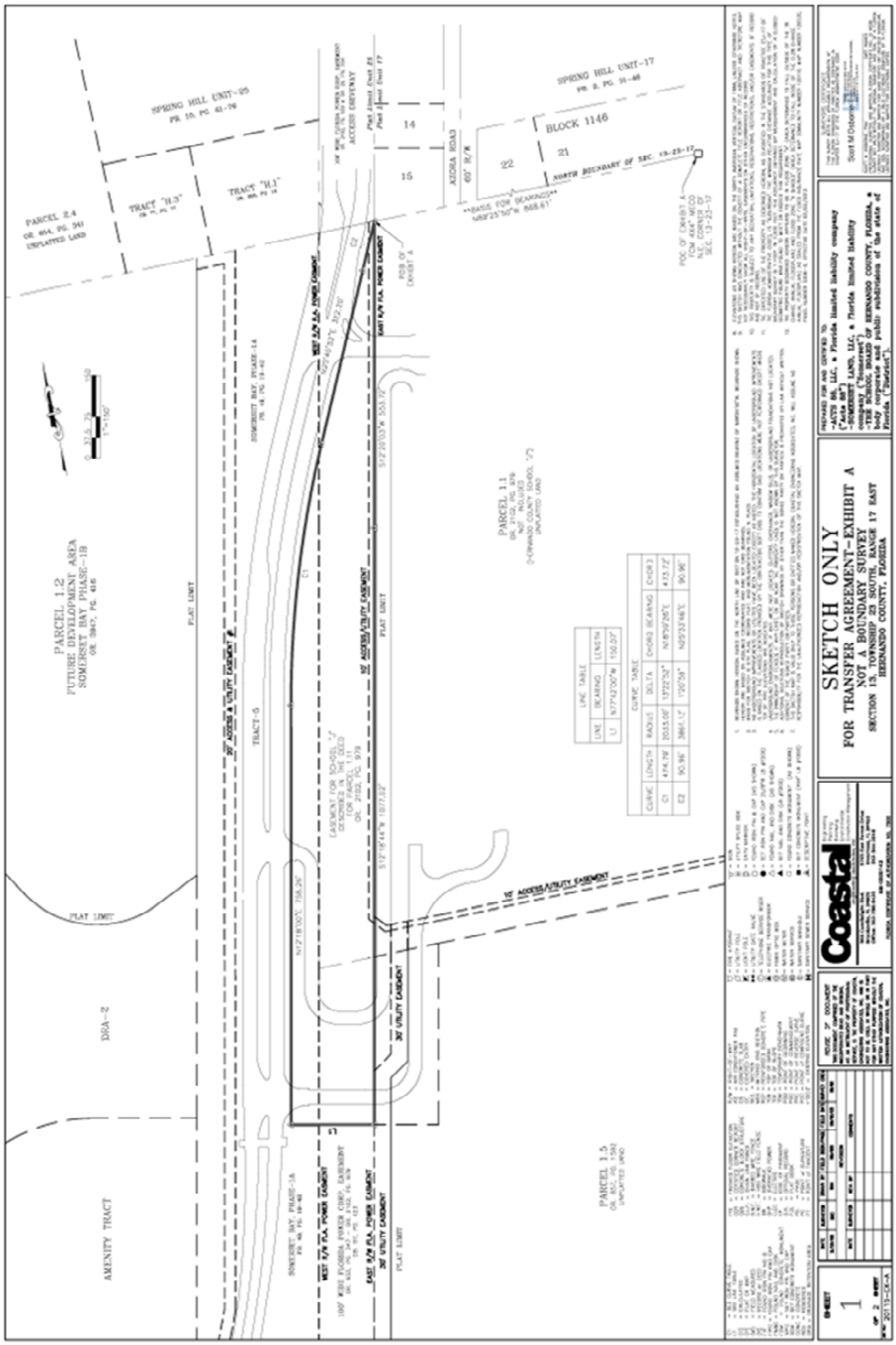
Approved as to Form:

By:_____
Name:_____
Title:_____

Exhibit "A"

Legal Description of Somerset Property

***NOTE*: Legal description and acreage of the Property to be confirmed and updated as necessary upon receipt of the**



Survey

EXHIBIT A LEGAL DESCRIPTION

COMMENCING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST, HERNANDO COUNTY, FLORIDA; THENCE ALONG THE NORTH BOUNDARY LINE OF SAID SECTION 13, RUN N89°25'50"W, 868.61 FEET TO THE EAST RIGHT-OF-WAY LINE OF A 100 FOOT WIDE POWER EASEMENT AS DESCRIBED IN OFFICIAL RECORDS BOOK 933, PAGE 347 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA, AND THE POINT OF BEGINNING; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN S12°20'03"W, 553.72 FEET; THENCE S12°18'44"W, 1077.02 FEET; THENCE LEAVING SAID EAST RIGHT-OF-WAY LINE, RUN N77°42'00"W, 150.07 FEET; THENCE N12°18'00"E, 758.26 FEET TO A POINT OF CURVATURE TO THE RIGHT. SAID CURVE BEING CONCAVE TO THE SOUTHEAST, HAVING A RADIUS OF 2033.00 FEET, A CENTRAL ANGLE OF 13°22'52", AND A CHORD BEARING AND DISTANCE OF N18°59'26"E, 473.72 FEET; THENCE ALONG THE ARC OF SAID CURVE 474.79 FEET; THENCE N25°40'52"E, 322.20 FEET TO A POINT OF CURVATURE TO THE LEFT. SAID CURVE BEING CONCAVE TO THE NORTHWEST, HAVING A RADIUS OF 3861.13 FEET, A CENTRAL ANGLE OF 1°20'59", AND A CHORD BEARING OF N25°33'46"E, 90.96 FEET; THENCE ALONG THE ARC OF SAID CURVE 90.96 FEET TO THE NORTH LINE OF SAID SECTION 13, AND THE EAST RIGHT-OF-WAY LINE OF SAID POWER EASEMENT, AND THE POINT OF BEGINNING.

CONTAINING 4.48 ACRES MORE OR LESS.

(C1) = SEE CURVE TABLE
(L1) = SEE LINE TABLE
(C) = CALCULATED
(P) = PLAT OR AMP
(M) = FIELD MEASURED
(R) = RECORD or D(ED)
FIP = FOUND IRON PIN NO ID
FIPC = FOUND IRON PIN AND CAP
FNAD = FOUND NAIL AND DISC
FMC = FOUND MONUMENT OF CONCRETE MONUMENT
SPC = SET IRON PIN AND CAP
SCM = SET CONCRETE MONUMENT
CONC = CONCRETE
RES = RESIDENCE
DRA = DRAINAGE RETENTION AREA

FFE = FINISHED FLOOR ELEVATION
CCR = CERTIFIED CORNER REPORT
CBS = CONCRETE BLOCK STRUCTURE
C.L.F. = CHAIN LINK FENCE
B.W.F. = BARBED WIRE FENCE
H.W.F. = HOG WIRE FIELD FENCE
SW = SIDEWALK
O.H.P.L. = OVERHEAD POWER
ELEC = ELECTRIC
EP = EDGE OF PAVEMENT
O.R. = OFFICIAL RECORD
P.B. = PLAT BOOK
PC = PACE
PC = POINT of CURVATURE
PT = POINT of TANGENT

R/W = RIGHT-OF-WAY
AC = AIR CONDITIONER PAD
CS = CONCRETE SLAB
CE = CONCRETE ENTRY
SEC. = SECTION
MES = METERED END SECTION
RCP = REINFORCED CONCRETE PIPE
TOM = TOP OF BANK
TOE = TOE OF SLOPE
TBM = TEMPORARY BENCHMARK
POB = POINT OF BEGINNING
POC = POINT OF COMMENCEMENT
PRC = POINT of REVERSE CURVE
PCC = POINT of COMPOUND CURVE
+100.0' = EXISTING ELEVATION

= FIRE HYDRANT
= UTILITY POLE
= LIGHT POLE
= UTILITY GATE VALVE
= TELEPHONE SERVICE RISER
= ELECTRIC TRANSFORMER
= FIBER OPTIC BOX
= WATER METER
= WATER SERVICE
= SANITARY MANHOLE
= SANITARY SEWER SERVICE

"D" = SIGN
= UTILITY SPLICE BOX
= CATV MARKER
= FOUND IRON PIN & CAP (AS SHOWN)
= SET IRON PIN AND CAP (5/8"IR LB #7200)
= FOUND NAIL AND DISK (AS SHOWN)
= SET NAIL AND DISK (LB #7200)
= FOUND CONCRETE MONUMENT (AS SHOWN)
= SET CONCRETE MONUMENT (4"X4" LB #7200)
= DESCRIPTIVE POINT

1. BEARINGS SHOWN HEREON BASED ON THE NORTH LINE OF SECTION 13-23-17 ESTABLISHING AN ASSUMED BEARING OF N89°25'50"W. BEARINGS SHOWN HEREON ARE BASED ON ASSUMED COORDINATES AND ARE NOT GRID BEARINGS.
2. BASIS FOR SKETCH IS SITE PLAN, RECORD PLAT, AND MONUMENTATION FOUND IN PLACE.
3. NO UNDERGROUND IMPROVEMENTS OR UTILITIES HAVE BEEN LOCATED EXCEPT AS NOTED. THE HORIZONTAL LOCATION OF UNDERGROUND IMPROVEMENTS IS BASED ON THE FLAGGED LOCATION PROVIDED BY THE CONTRACTOR. SSF DOES TO CONFIRM SAID LOCATIONS WERE NOT PERFORMED EXCEPT WHERE TOP OF PIPE ELEVATIONS ARE INDICATED.
4. UNDERGROUND ENCROACHMENTS, IF ANY, WERE NOT LOCATED. CUTTERS, OVERHANGS, WINDOW SILLS, OR UNDERGROUND FOUNDATIONS NOT LOCATED.
5. THE OWNERSHIP OF FENCES, IF ANY EXIST, ON OR NEAR THE PROPERTY LINES IS NOT KNOWN BY THIS SURVEYOR.
6. THIS SURVEY MAP AND REPORT OR THE COPIES MADE THEREFROM OR DRAWINGS BY OTHER THAN THE SIGNED PARTY OR PARTIES IS PROHIBITED BY LAW WITHOUT WRITTEN CONSENT OF THE SIGNED PARTY OR PARTIES.
7. THIS SKETCH MAP IS VALID ONLY TO THOSE PERSONS OR ENTITIES NAMED HEREON. COASTAL ENGINEERING ASSOCIATES, INC. WILL ASSUME NO RESPONSIBILITY FOR THE UNAUTHORIZED REPRODUCTION AND/OR REDISTRIBUTION OF THIS SKETCH MAP.
8. ELEVATIONS AS SHOWN HEREON ARE BASED ON THE NORTH AMERICAN VERTICAL DATUM OF 1988, UNLESS OTHERWISE NOTED.
9. THIS SKETCH WAS CONDUCTED WITHOUT THE BENEFIT OF A COMPLETE TITLE REPORT OR TITLE ABSTRACT AND THEREFORE MAY NOT NECESSARILY SHOW ALL RIGHT-OF-WAYS, EASEMENTS OR OTHER ENCUMBRANCES OF RECORD.
10. THIS PROPERTY IS SUBJECT TO ANY DEDICATION, LIMITATIONS, RESERVATIONS, RESTRICTIONS, AND/OR EASEMENTS OF RECORD AND NOT SHOWN.
11. THE EXPECTED USE OF THIS PROPERTY AS DESCRIBED HEREON, IS CLASSIFIED IN THE STANDARDS OF PRACTICE CSJ-17 OF CHAPTER 5J-17 (ADMINISTRATIVE CODE), AS "SUBURBAN". THE MINIMUM RELATIVE DISTANCE ACCURACY FOR THIS TYPE OF BOUNDARY SURVEY IS 1 FOOT IN 7,500 FEET. THE ACCURACY OBTAINED BY MEASUREMENT AND CALCULATION OF A CLOSED GEOMETRIC FIGURE WAS FOUND TO MEET OR EXCEED THIS REQUIREMENT.
12. THE PROPERTY DESCRIBED HEREON APPEARS TO BE IN FLOOD ZONE "X" (AREA DETERMINED TO FALL OUTSIDE OF THE 1% CHANCE ANNUAL FLOODPLAIN) AND FLOOD ZONE "X SHADED" (AREA DETERMINED TO FALL INSIDE OF THE 0.2% CHANCE ANNUAL FLOODPLAIN) AS SCALED FROM THE FLOOD INSURANCE RATE MAP COMMUNITY NUMBER 120110, MAP NUMBER 12053C, PANEL NUMBER 0336-G, EFFECTIVE DATE 02/02/2012.

SHEET 2 OF 2 SHEET
JOB No. 20115-EX-A

DATE	SURVEYOR	DRAWN BY	FIELD BOOK/PAGE	FIELD DATE	SURVEY CREW
11/15/23	BKD	RAH	00/000	00/00/23	00/00
REVISION					
DATE	SURVEYOR	REV. BY	COMMENTS		

REUSE OF DOCUMENT
THIS DOCUMENT COMPRISED OF THE INCORPORATED IDEAS AND DESIGNS, AS AN INSTRUMENT OF PROFESSIONAL SERVICE, IS THE PROPERTY OF COASTAL ENGINEERING ASSOCIATES, INC. AND IS NOT TO BE USED, IN WHOLE OR IN PART FOR ANY OTHER PURPOSE WITHOUT THE WRITTEN AUTHORIZATION OF COASTAL ENGINEERING ASSOCIATES, INC.

Coastal Engineering Planning Surveying Environmental Construction Management
engineering associates, inc.
966 Candlelight Blvd. Brooksville, FL 34601 Office: 352-796-9423
5709 East Forest Drive Inverness, FL 34453 352-344-3016
EB-0000142
FLORIDA CERTIFICATE OF AUTHORIZATION NO. 7200

SKETCH ONLY
FOR TRANSFER AGREEMENT-EXHIBIT A
NOT A BOUNDARY SURVEY
SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST
HERNANDO COUNTY, FLORIDA

PREPARED FOR AND CERTIFIED TO:
-ACTS 88, LLC, a Florida limited liability company ("Acts 88")
-SOMERSET LAND, LLC, a Florida limited liability company ("Somerset")
-THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA, a body corporate and public subdivision of the state of Florida ("District").

SURVEYORS CERTIFICATE
THIS SURVEY MEETS ALL APPLICABLE REQUIREMENTS OF THE FLORIDA STANDARDS OF PRACTICE AS CONTAINED IN CHAPTER 5J-17 OF THE FLORIDA ADMINISTRATIVE CODE.

Scott M Osborne

SCOTT M OSBORNE, PSM
PROFESSIONAL SURVEYOR AND MAPPER, FLORIDA CERTIFICATE NO. LS 6508
DATE SIGNED
SURVEY NOT VALID WITHOUT THE ORIGINAL SIGNATURE AND SEAL OF A FLORIDA LICENSED SURVEYOR AND MAPPER. ADDITIONS OR DELETIONS TO SURVEY MAPS BY OTHER THAN THE SIGNING PARTY OR PARTIES IS PROHIBITED WITHOUT THE WRITTEN CONSENT OF THE SIGNING PARTY OR PARTIES. THIS SURVEY MAP AND SEAL ACCOMPANIED BY A VALID ELECTRONIC SIGNATURE OF A FLORIDA LICENSED SURVEYOR AND MAPPER FOR ELECTRONIC COPIES.

EXHIBIT-A LEGAL DESCRIPTION (EX-A)

COMMENCING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST, HERNANDO COUNTY, FLORIDA; THENCE ALONG THE NORTH BOUNDARY LINE OF SAID SECTION 13, RUN N89°25'50"W, 868.61 FEET TO THE EAST RIGHT-OF-WAY LINE OF A 100 FOOT WIDE POWER EASEMENT AS DESCRIBED IN OFFICIAL RECORDS BOOK 933, PAGE 347 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA, AND THE POINT OF BEGINNING; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN S12°20'03"W, 553.72 FEET; THENCE S12°18'44"W, 1077.02 FEET; THENCE LEAVING SAID EAST RIGHT-OF-WAY LINE, RUN N77°42'00"W, 150.07 FEET; THENCE N12°18'00"E, 758.26 FEET TO A POINT OF CURVATURE TO THE RIGHT. SAID CURVE BEING CONCAVE TO THE SOUTHEAST, HAVING A RADIUS OF 2033.00 FEET, A CENTRAL ANGLE OF 13°22'52", AND A CHORD BEARING AND DISTANCE OF N18°59'26"E, 473.72 FEET; THENCE ALONG THE ARC OF SAID CURVE 474.79 FEET; THENCE N25°40'52"E, 322.20 FEET TO A POINT OF CURVATURE TO THE LEFT. SAID CURVE BEING CONCAVE TO THE NORTHWEST, HAVING A RADIUS OF 3861.13 FEET, A CENTRAL ANGLE OF 1°20'59", AND A CHORD BEARING OF N25°33'46"E, 90.96 FEET; THENCE ALONG THE ARC OF SAID CURVE 90.96 FEET TO THE NORTH LINE OF SAID SECTION 13, AND THE EAST RIGHT-OF-WAY LINE OF SAID POWER EASEMENT, AND THE POINT OF BEGINNING.

CONTAINING 4.48 ACRES MORE OR LESS.

Exhibit "B"

Legal Description of Acts Property

NOTE: Legal description and acreage of the Property to be confirmed and updated as necessary upon receipt of the Survey

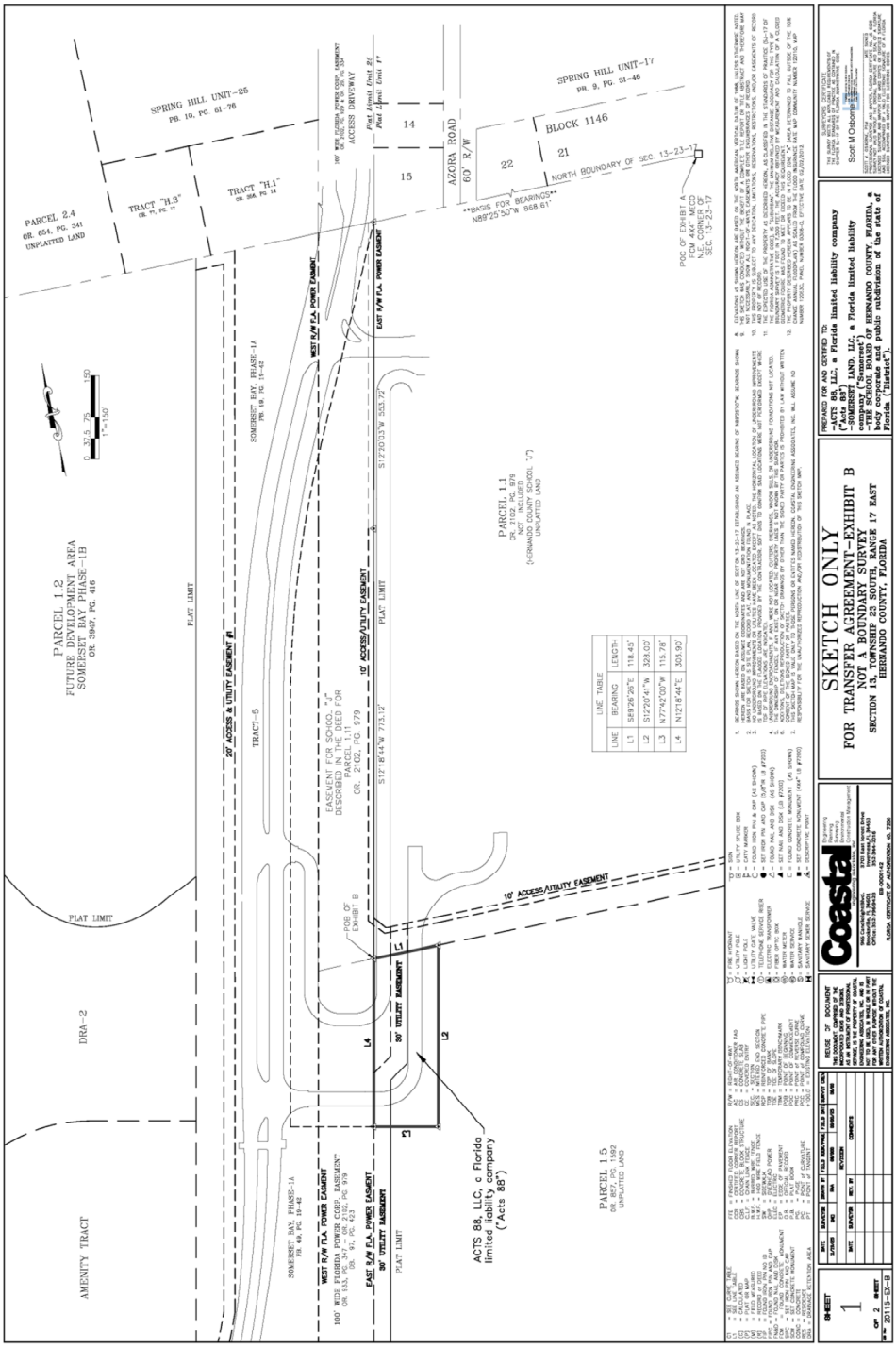

SKETCH ONLY
FOR TRANSFER AGREEMENT-EXHIBIT B
NOT A BOUNDARY SURVEY
SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST
HERNANDO COUNTY, FLORIDA
PARCEL 1.2
FUTURE DEVELOPMENT AREA
SOMERSET BAY PHASE-1B
OR 3947, PG. 416
PARCEL 1.1
OR 2102, PG. 979
(HERNANDO COUNTY SCHOOL "J")
UNPLATTED LAND
PARCEL 1.5
OR 1837, PG. 1492
UNPLATTED LAND
PARCEL 2.4
OR 654, PG. 341
UNPLATTED LAND
SPRING HILL UNIT-25
PB. 10, PG. 61-76
SPRING HILL UNIT-17
PB. 9, PG. 91-46
TRACT "H.3"
TRACT "H.1"
AMENITY TRACT
DRA-2
TRACT-5
SOMERSET BAY PHASE-1A
PB. 48, PG. 19-42
SOMERSET BAY PHASE-1A
PB. 48, PG. 19-42
SOMERSET BAY PHASE-1A
PB. 48, PG. 19-42
FLAT LIMIT
PLAT LIMIT
AZORA ROAD
60' R/W
BLOCK 1146
NORTH BOUNDARY OF SEC. 13-23-17
BASIS FOR BEARINGS
N89°25'50"W 868.61'
POB OF EXHIBIT A
FCM 4x4" MCD
N.E. CORNER OF
SEC. 13-23-17
POB OF EXHIBIT B
20' ACCESS & UTILITY EASEMENT
10' ACCESS/UTILITY EASEMENT
30' UTILITY EASEMENT
WEST R/W FLA. POWER EASEMENT
EAST R/W FLA. POWER EASEMENT
100' WIDE FLORIDA POWER CORP. EASEMENT
OR 933, PG. 347 - OR 2102, PG. 979
OR 941, PG. 423
EASEMENT FOR SCHOOL "J"
TO BE VACATED FOR
PARCEL 1.1
OR. 2102, PG. 979
ACTS 88, LLC, a Florida
limited liability company
("Acts 88")
S12°18'14"W 773.12'
S12°20'33"W 553.72'
LINE TABLE
LINE | BEARING | LENGTH
L1 | S89°39'26"E | 118.45'
L2 | S12°20'41"W | 328.03'
L3 | N77°42'00"W | 115.78'
L4 | N12°18'44"E | 353.90'
PREPARED FOR AND CERTIFIED TO:
"ACTS 88, LLC, a Florida limited liability company
("Acts 88")
"SOMERSET LAND, LLC, a Florida limited liability company ("Somerset")
"THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA, a body corporate and politic existing under the laws of the State of Florida ("Finfield").
Coastal
Scot M Osborne
SURVEYORS CERTIFICATE
I HEREBY CERTIFY THAT THIS SKETCH OF DESCRIPTION IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF AS PREPARED BY ME OR UNDER MY DIRECTION AND SUPERVISION AND THAT IT MEETS THE STANDARDS OF PRACTICE SET FORTH BY THE FLORIDA BOARD OF PROFESSIONAL SURVEYORS AND MAPPERS IN CHAPTER 5J-17.051, FLORIDA ADMINISTRATIVE CODE, PURSUANT TO SECTION 472.027, FLORIDA STATUTES.
SCOT M. OSBORNE, FLORIDA REGISTERED SURVEYOR AND MAPPER NO. 5729
DATE SIGNED
SHEET 1 OF 2 SHEET
SCALE: 1"=150'
2015-CX-B

EXHIBIT B LEGAL DESCRIPTION

COMMENCING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST, HERNANDO COUNTY, FLORIDA; THENCE ALONG THE NORTH BOUNDARY LINE OF SAID SECTION 13, RUN N89°25'50"W, 868.61 FEET TO THE EAST RIGHT-OF-WAY LINE OF A 100 FOOT WIDE POWER EASEMENT AS DESCRIBED IN OFFICIAL RECORDS BOOK 933, PAGE 347 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN S12°20'03"W, 553.72 FEET; THENCE S12°18'44"W, 773.12 FEET TO THE SOUTH LINE OF PARCEL 1.1 (HERNANDO COUNTY SCHOOL "J") AS RECORDED IN OFFICIAL RECORDS BOOK 2102, PAGE 979 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA, AND THE POINT OF BEGINNING; THENCE ALONG THE SOUTH OF SAID PARCEL 1.1, RUN S89°26'26"E, 118.45 FEET; THENCE LEAVING SAID SOUTH LINE, RUN S12°20'41"W, 328.00 FEET; THENCE N77°42'00"W, 115.78 FEET TO THE EAST RIGHT-OF-WAY LINE OF SAID POWER EASEMENT; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN N12°18'44"E, 303.90 FEET TO THE POINT OF BEGINNING.

CONTAINING 0.84 ACRES MORE OR LESS.

C1 = SEE CURVE TABLE
L1 = SEE LINE TABLE
(C) = CALCULATED
(P) = PLAT OR AMP
(M) = FIELD MEASURED
(R) = RECORD or DEED
FIP = FOUND IRON PIN NO ID
FIPC = FOUND IRON PIN AND CAP
FNAD = FOUND NAIL AND DISC
FPC = FOUND PK NAIL OR CONC. MONUMENT
SPC = SET IRON PIN AND CAP
SCM = SET CONCRETE MONUMENT
CONC = CONCRETE
RES = RESIDENCE
DRA = DRAINAGE RETENTION AREA

FFE = FINISHED FLOOR ELEVATION
CCR = CERTIFIED CORNER REPORT
CBS = CONCRETE BLOCK STRUCTURE
C.L.F. = CHAIN LINK FENCE
B.W.F. = BARBED WIRE FENCE
H.W.F. = HOG WIRE FIELD FENCE
SW = SIDEWALK
O.H.P.L. = OVERHEAD POWER
ELEC = ELECTRIC
EP = EDGE OF PAVEMENT
O.R. = OFFICIAL RECORD
P.B. = PLAT BOOK
PC = PACE
PC = POINT of CURVATURE
PT = POINT of TANGENT

R/W = RIGHT-OF-WAY
AC = AIR CONDITIONER PAD
CS = CONCRETE SLAB
CE = COVERED ENTRY
SEC. = SECTION
MES = METERED END SECTION
RCP = REINFORCED CONCRETE PIPE
TOM = TOP OF MOUND
TOE = TOE OF SLOPE
TBM = TEMPORARY BENCHMARK
POB = POINT OF BEGINNING
POC = POINT OF COMMENCEMENT
PRC = POINT of REVERSE CURVE
PCC = POINT of COMPOUND CURVE
+100.0' = EXISTING ELEVATION

= FIRE HYDRANT
= UTILITY POLE
= LIGHT POLE
= UTILITY GATE VALVE
= TELEPHONE SERVICE RISER
= ELECTRIC TRANSFORMER
= FIBER OPTIC BOX
= WATER METER
= WATER SERVICE
= SANITARY MANHOLE
= SANITARY SEWER SERVICE

"D" = SIGN
= UTILITY SPLICE BOX
= CATV MARKER
= FOUND IRON PIN & CAP (AS SHOWN)
= SET IRON PIN AND CAP (5/8"IR LB #7200)
= FOUND NAIL AND DISK (AS SHOWN)
= SET NAIL AND DISK (LB #7200)
= FOUND CONCRETE MONUMENT (AS SHOWN)
= SET CONCRETE MONUMENT ("4x4" LB #7200)
= DESCRIPTIVE POINT

1. BEARINGS SHOWN HEREON BASED ON THE NORTH LINE OF SECTION 13-23-17 ESTABLISHING AN ASSUMED BEARING OF N89°25'50"W. BEARINGS SHOWN HEREON ARE BASED ON ASSUMED COORDINATES AND ARE NOT GRID BEARINGS.
2. BASIS FOR SKETCH IS SITE PLAN, RECORD PLAT, AND MONUMENTATION FOUND IN PLACE.
3. NO UNDERGROUND IMPROVEMENTS OR UTILITIES HAVE BEEN LOCATED EXCEPT AS NOTED. THE HORIZONTAL LOCATION OF UNDERGROUND IMPROVEMENTS IS BASED ON THE FLAGGED LOCATION PROVIDED BY THE CONTRACTOR. SSF DIDS TO CONFIRM SAID LOCATIONS WERE NOT PERFORMED EXCEPT WHERE TOP OF PIPE ELEVATIONS ARE INDICATED.
4. UNDERGROUND ENCROACHMENTS, IF ANY, WERE NOT LOCATED. CUTTERS, OVERHANGS, WINDOW SILLS, OR UNDERGROUND FOUNDATIONS NOT LOCATED.
5. THE OWNERSHIP OF FENCES, IF ANY EXIST, ON OR NEAR THE PROPERTY LINES IS NOT KNOWN BY THIS SURVEYOR.
6. THIS SURVEY MAP AND REPORT IS FOR THE EXCLUSIVE USE OF THE NAMED PERSONS. ANY OTHER USE OR REUSE OF THE SURVEY DRAWINGS BY OTHER THAN THE SIGNED PARTY OR PARTIES IS PROHIBITED BY LAW WITHOUT WRITTEN CONSENT OF THE SIGNED PARTY OR PARTIES.
7. THIS SKETCH MAP IS VALID ONLY TO THOSE PERSONS OR ENTITIES NAMED HEREON. COASTAL ENGINEERING ASSOCIATES, INC. WILL ASSUME NO RESPONSIBILITY FOR THE UNAUTHORIZED REPRODUCTION AND/OR REDISTRIBUTION OF THIS SKETCH MAP.
8. ELEVATIONS AS SHOWN HEREON ARE BASED ON THE NORTH AMERICAN VERTICAL DATUM OF 1988, UNLESS OTHERWISE NOTED.
9. THIS SKETCH WAS CONDUCTED WITHOUT THE BENEFIT OF A COMPLETE TITLE REPORT OR TITLE ABSTRACT AND THEREFORE MAY NOT NECESSARILY SHOW ALL RIGHT-OF-WAYS, EASEMENTS OR OTHER ENCUMBRANCES OF RECORD.
10. THIS PROPERTY IS SUBJECT TO ANY DEDICATION, LIMITATIONS, RESERVATIONS, RESTRICTIONS, AND/OR EASEMENTS OF RECORD AND NOT OF RECORD.
11. THE EXPECTED USE OF THE PROPERTY AS DESCRIBED HEREON, AS CLASSIFIED IN THE STANDARDS OF PRACTICE (5J-17 OF THE FLORIDA ADMINISTRATIVE CODE), IS "SUBURBAN". THE MINIMUM RELATIVE DISTANCE ACCURACY FOR THIS TYPE OF BOUNDARY SURVEY IS 1 FOOT IN 7,500 FEET. THE ACCURACY OBTAINED BY MEASUREMENT AND CALCULATION OF A CLOSED GEOMETRIC FIGURE WAS FOUND TO MEET OR EXCEED THIS REQUIREMENT.
12. THE PROPERTY DESCRIBED HEREON APPEARS TO BE IN FLOOD ZONE "A" (AREA DETERMINED TO FALL OUTSIDE OF THE 1.0E CHANCE ANNUAL FLOODPLAIN) AS SCALED FROM THE FLOOD INSURANCE RATE MAP COMMUNITY NUMBER 120110, MAP NUMBER 12053C, PANEL NUMBER 0308-G, EFFECTIVE DATE 02/02/2012.

SHEET 2 OF 2 SHEET
20115-EX-B

DATE	SURVEYOR	DRAWN BY	FIELD BOOK/PAGE	FIELD DATE	SURVEY CREW
11/15/23	BKD	RAH	88/888	88/88/23	88/88
REVISION					
DATE	SURVEYOR	REV. BY	COMMENTS		

REUSE OF DOCUMENT
THIS DOCUMENT COMPRISED OF THE INCORPORATED IDEAS AND DESIGNS, AS AN INSTRUMENT OF PROFESSIONAL SERVICE, IS THE PROPERTY OF COASTAL ENGINEERING ASSOCIATES, INC. AND IS NOT TO BE USED, IN WHOLE OR IN PART FOR ANY OTHER PURPOSE WITHOUT THE WRITTEN AUTHORIZATION OF COASTAL ENGINEERING ASSOCIATES, INC.

Coastal Engineering Planning Surveying Environmental Construction Management
engineering associates, inc.
966 Candlelight Blvd. Brooksville, FL 34601 Office: 352-796-9423
5709 East Forest Drive Inverness, FL 34453 352-344-3016
EB-0000142
FLORIDA CERTIFICATE OF AUTHORIZATION NO. 7200

SKETCH ONLY
FOR TRANSFER AGREEMENT-EXHIBIT B
NOT A BOUNDARY SURVEY
SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST
HERNANDO COUNTY, FLORIDA

PREPARED FOR AND CERTIFIED TO:
-ACTS 88, LLC, a Florida limited liability company ("Acts 88")
-SOMERSET LAND, LLC, a Florida limited liability company ("Somerset")
-THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA, a body corporate and public subdivision of the state of Florida ("District").

SURVEYORS CERTIFICATE
THIS SURVEY MEETS ALL APPLICABLE REQUIREMENTS OF THE FLORIDA STANDARDS OF PRACTICE AS CONTAINED IN CHAPTER 5J-17 OF THE FLORIDA ADMINISTRATIVE CODE.

Scott M Osborne

SCOTT M OSBORNE, PSM
PROFESSIONAL SURVEYOR AND MAPPER, FLORIDA CERTIFICATE NO. LS 6508
DATE SIGNED
SURVEY NOT VALID WITHOUT THE ORIGINAL SIGNATURE AND SEAL OF A FLORIDA LICENSED SURVEYOR AND MAPPER. ADDITIONS OR DELETIONS TO SURVEY MAPS AND SEAL ACCOMPANIED BY A VALID ELECTRONIC SIGNATURE OF A FLORIDA LICENSED SURVEYOR AND MAPPER FOR ELECTRONIC COPIES.

TRANSFER AGREEMENT EXHIBIT B LEGAL DESCRIPTION (EX-B)

COMMENCING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST, HERNANDO COUNTY, FLORIDA; THENCE ALONG THE NORTH BOUNDARY LINE OF SAID SECTION 13, RUN N89°25'50"W, 868.61 FEET TO THE EAST RIGHT-OF-WAY LINE OF A 100 FOOT WIDE POWER EASEMENT AS DESCRIBED IN OFFICIAL RECORDS BOOK 933, PAGE 347 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN S12°20'03"W, 553.72 FEET; THENCE S12°18'44"W, 773.12 FEET TO THE SOUTH LINE OF PARCEL 1.1 (HERNANDO COUNTY SCHOOL "J") AS RECORDED IN OFFICIAL RECORDS BOOK 2102, PAGE 979 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA, AND THE POINT OF BEGINNING; THENCE ALONG THE SOUTH OF SAID PARCEL 1.1, RUN S89°26'26"E, 118.45 FEET; THENCE LEAVING SAID SOUTH LINE, RUN S12°20'41"W, 328.00 FEET; THENCE N77°42'00"W, 115.78 FEET TO THE EAST RIGHT-OF-WAY LINE OF SAID POWER EASEMENT; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN N12°18'44"E, 303.90 FEET TO THE POINT OF BEGINNING.

CONTAINING 0.84 ACRES MORE OR LESS.

Exhibit "C"

Approved Construction Plans

Exhibit "D"

Form of Drainage Easement Agreement

PREPARED BY AND AFTER
RECORDING RETURN TO:
Kristin Kowaleski, Esquire
GrayRobinson, P.A.
PO Box 3324
Tampa, Florida 33601

DRAINAGE EASEMENT AGREEMENT

THIS **DRAINAGE EASEMENT AGREEMENT** (the "Easement") is made and entered into as of the ____ day of _____, 2026 (the "Effective Date"), by and between by and between **SOMERSET LAND, LLC**, a Florida limited liability company, with a mailing address of 18125 Wayne Road, Odessa, Florida 33556 ("Somerset"), and **THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA,** a body corporate and public subdivision of the state of Florida, whose address is 919 North Broad Street, Brooksville, FL 34601 (the "District"). Somerset and District are each individually referred to herein as a "Party" and collectively as the "Parties".

W I T N E S S E T H:

WHEREAS, Somerset is the owner of that certain real property located in Hernando County, Florida (the "County"), more particularly described on Exhibit "A" attached hereto and incorporated herein by this reference ("Somerset Property"); and

WHEREAS, District is the owner of that certain real property located in the County, more particularly described on Exhibit "B" attached hereto and incorporated herein by this reference ("District Property"); and

WHEREAS, Somerset is connecting one of District's existing drainage retention areas to a new drainage pond on the Somerset Property as set forth on Exhibit "C" attached hereto and incorporated herein (collectively, "Utilities"), and Somerset hereby agrees to accept the detention, retention and drainage from the District Property over, across, on and to the pond ("Somerset Pond") on the Somerset Property (the "Drainage"); and

WHEREAS, District requires a perpetual, non-exclusive easement over the Somerset Property for the Drainage (collectively, the "Drainage Easement").

NOW, THEREFORE, in consideration of the mutual covenants and agreements set forth herein, and for other valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

1. Recitals. The recitals set forth hereinabove are true and correct in all respects and are incorporated herein by reference as if set forth herein verbatim.

2. Grant of Drainage Easement. Somerset does hereby grant, bargain, sell, and convey to District a non-exclusive, permanent easement over and across the Somerset Property, for the benefit of the District Property, for the Drainage. The Drainage shall include storm water drainage over, under, across and through the Somerset Property to the Somerset Pond. This Easement and rights hereunder shall at all times be subject to the rights of Somerset. Somerset hereby reserves unto itself, and its successors and assigns, the right to utilize the Somerset Property for such purposes as deemed necessary, advisable, appropriate or convenient by Somerset that do not materially adversely affect rights under this Easement.

3. Maintenance. Somerset shall, at Somerset's sole expense, maintain the Utilities in a similar condition as it existed as of the date this instrument was executed by District. Somerset shall not construct any improvements or alter the Utilities in any way without District's prior written consent, except for such improvements and alterations as are necessary to construct and maintain drainage utilities capable of accommodating all current and future stormwater runoff from District Parcel in which case Somerset shall provide the District with prior written notice of such alterations and shall coordinate such construction and alterations with the District. Somerset, at Somerset's expense, shall provide all regular maintenance of the Utilities. If Somerset does not complete such repair or maintenance, District shall have the right, but not the obligation, to make such repair or maintenance, in which event Somerset shall pay District the cost thereof within thirty (30) days after receipt of written notice from District demanding such reimbursement. If any such bill is not paid within thirty (30) days after receipt, interest shall accrue on the unpaid amount at the rate of twelve percent (12%) per year.

4. Covenants Running with Land. The easements and covenants herein shall be easements and covenants running with the land and shall inure to the benefit of and be binding on Somerset Property and District Property, and all future owners of all or any portion thereof, their respective successors and assigns, and all persons claiming under them.

5. Construction. The rule of strict construction shall not apply to the temporary easement rights granted by this Easement. The temporary easement rights granted by this Easement shall be given a reasonable construction and shall be deemed to incorporate and contain such other reasonable terms and provisions as are necessary to carry out the intent of the Parties as set forth in this Easement. No provision of this Easement shall be construed or interpreted to the disadvantage of any Party by any court or other governmental or judicial authority or arbitrator by reason of either Party being deemed

6. Notice. Notice shall be delivered to the addresses contained herein, or as further directed by either party upon written notice to the other party, and shall be deemed to have been given upon (a) receipt by recipient if personally delivered, (b) delivery to a recognized courier, delivery service such as Federal Express, or postmark by the U.S.

Postal Service, or (c) delivery by electronic mail provided that the receiving party provides acknowledgment of receipt:

Somerset:	Somerset Land, LLC. Ron Bastyr, Manager 18125 Wayne Road Odessa, Florida 33556 Email: ronbastyr@yahoo.com
District:	SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA 919 North Broad Street Brooksville, FL 34601 ATTN: Superintendent Email: pinder_r@hcsb.k12.fl.us
With a copy to:	SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA 919 North Broad Street Brooksville, FL 34601 ATTN: School Board Attorney & General Counsel Email: mockler_c@hcsb.k12.fl.us
And:	GRAY ROBINSON, P.A. Attn: Kristin Kowaleski, Esq. 101 East Kennedy Blvd, Suite 4000 Tampa, Florida 33602 Email: Kristin.kowaleski@gray-robinson.com

Either party hereto may change the address for Notice specified above by giving the other party ten (10) days' advance written notice of such change of address. Notices given otherwise than by mail shall be deemed given upon actual receipt thereof.

7. No Third-Party Beneficiaries. This Easement is for the benefit of the Parties hereto only, and no third party shall be deemed a beneficiary of the terms of this Easement, unless specifically provided for herein. No person or entity shall be deemed a beneficiary of the terms of this Easement, unless specifically provided for herein. This Easement shall not constitute a dedication to the public, and no person or entity shall have any rights or entitlements pursuant to the terms of this Easement, including, without limitation, the right to utilize the Temporary Easement Area, except as specifically set forth herein.

8. Amendments and Waivers. This Easement shall not be amended, modified, altered, or changed in any respect whatsoever, except by a further agreement in writing duly executed by the Parties and recorded in the Public Records of Hernando County or by court order. No delay or omission of any Party in the exercise of any right accruing upon any default of any Party shall impair such right or be construed to be a waiver thereof, and every such right may be exercised at any time during the continuance of

such default. A waiver by any Party of a breach of, or a default in, any of the terms and conditions of this Easement by any other Party shall not be construed to be a waiver of any subsequent breach of or default in the same or any other provision of this Easement.

9. Immunity. Nothing in this Easement shall be deemed or construed as a waiver of immunity or limits of liability of District to the extent provided by Section 768.28, *Florida Statutes*, and nothing in this Easement shall inure to the benefit of any third party for the purpose of allowing any claim which would otherwise be barred under the doctrine of sovereign immunity or by operation of law.

10. Miscellaneous. This Easement contains the entire understanding of the Parties with respect to the matters set forth herein and no other agreement, oral or written, not set forth herein, nor any course of dealings of the Parties, shall be deemed to alter or affect the terms and conditions set forth herein. If any provision of this Easement, or portion thereof, or the application thereof to any person or circumstances, shall, to the extent be held invalid, inoperative or unenforceable, the remainder of this Easement, or the application of such provision or portion thereof to any other persons or circumstances, shall not be affected thereby; it shall not be deemed that any such invalid provision affects the consideration for this Easement; and each provision of this Easement shall be valid and enforceable to the fullest extent permitted by law. This Easement shall be construed in accordance with the laws of the State of Florida. The section headings in this Easement are for convenience only, shall in no way define or limit the scope or content of this Easement, and shall not be considered in any construction or interpretation of this Easement or any part hereof. Where the sense of this Easement requires, any reference to a term in the singular shall be deemed to include the plural of said term, and any reference to a term in the plural shall be deemed to include the singular of said term. Nothing in this Easement shall be construed to make the Parties hereto partners or joint ventures or render either of said Parties liable for the debts or obligations of the other. This Easement may be executed in counterparts, each of which shall constitute an original, but all taken together shall constitute one and the same Easement. This Easement shall be governed in accordance with Florida Law. Venue for any dispute arising under this Easement shall lie exclusively in the courts located in Hernando County, Florida.

[Remainder of Page Intentionally Blank]

IN WITNESS WHEREOF, Somerset has caused this instrument to be duly executed in its name by the undersigned as of the date first above written.

WITNESSES:

_____
Print Name: _____
Address: _____
_____

_____
Print Name: _____
Address: _____
_____

SOMERSET:

SOMERSET LAND, LLC, a Florida limited liability company

By:_____
Name:_____
Title:_____

STATE OF FLORIDA)

COUNTY OF _____)

The foregoing instrument was acknowledged before me by means of ☐ physical presence or ☐ online notarization this ___ day of _____, 2026, by _____, as _____ of **SOMERSET LAND, LLC**, a Florida limited liability company, on behalf of the company, and who ☐ is personally known to me or ☐ has produced _____ as identification.

_____
Print Name:_____
Notary Public, State of Florida
My Commission Expires:
My Commission Number:

[Signatures Continues on Following Page]

IN WITNESS WHEREOF, District has caused this instrument to be duly executed in its name by the undersigned as of the date first above written.

WITNESSES:

_____
Print Name: _____
Address: _____
_____

_____
Print Name: _____
Address: _____
_____

DISTRICT:

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA, a body corporate and public subdivision of the state of Florida

By: _____
Name:_____
Title:_____

STATE OF FLORIDA)
COUNTY OF HERNANDO)

The foregoing instrument was acknowledged before me by means of ☐ physical presence or ☐ online notarization this _____ day of _____, 2026, by _____, as _____ of **THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**, a body corporate and public subdivision of the state of Florida, on behalf of the School Board, and who ☐ is personally known to me, or ☐ has produced _____ as identification.

_____
Print Name:_____
Notary Public, State of Florida
My Commission Expires:
My Commission Number:

Attest:

By: _____
Name: _____
Title: _____

Approved as to Form:

By: _____
Name: _____
Title: _____

Exhibit "A" to Easement Agreement

Legal Description of Somerset Property

[To be provided prior to Closing]

Exhibit "B" to Easement Agreement

Legal Description of District Property

[To be provided prior to Closing]

Exhibit "C" to Easement Agreement

Depiction of Utilities

[To be provided prior to Closing]

Exhibit "E"

Nongovernmental Entity Human Trafficking Affidavit
Section 787.06(13), Florida Statutes

I, the undersigned, am an officer or representative of SOMERSET LAND, LLC, a Florida limited liability company and attest Somerset Land, LLC does not use coercion for labor or services as defined in section 787.06, Florida Statutes. Under penalty of perjury, I hereby declare and affirm that the above stated facts are true and correct.

SOMERSET LAND, LLC, a Florida limited liability company

By: _____
Print Name: _____
Print Title: _____

STATE OF _____
COUNTY OF _____

The foregoing instrument was sworn to and subscribed before me by means of ☐ physical presence or ☐ online notarization, this _____ day of _____, 2026, by _____, as _____ of SOMERSET LAND, LLC, a Florida limited liability company, who is personally known to me, or produced _____ as identification.

[AFFIX NOTARY SEAL]

_____
Notary Public Signature
Print Notary Name:_____
My commission expires:_____

I, the undersigned, am an officer or representative of ACTS 88, LLC, a Florida limited liability company, a Florida limited liability company and attest ACTS 88, LLC, a Florida limited liability company does not use coercion for labor or services as defined in section 787.06, Florida Statutes. Under penalty of perjury, I hereby declare and affirm that the above stated facts are true and correct.

ACTS 88, LLC, a Florida limited liability company

By: _____
Print Name: _____
Print Title: _____

STATE OF _____
COUNTY OF _____

The foregoing instrument was sworn to and subscribed before me by means of ☐ physical presence or ☐ online notarization, this _____ day of _____, 2026, by _____, as _____ of ACTS 88, LLC, a Florida limited liability company, who is personally known to me, or produced _____ as identification.

_____
Notary Public Signature

[AFFIX NOTARY SEAL]

Print Notary Name:_____
My commission expires:_____

Exhibit "F"

Form of Short Form and Memo of Transfer Agreement

PREPARED BY AND AFTER
RECORDING RETURN TO:
Kristin Kowaleski, Esquire
GrayRobinson, P.A.
PO Box 3324
Tampa, Florida 33601

SHORT FORM AND MEMORANDUM OF TRANSFER AGREEMENT

THIS **SHORT FORM AND MEMORANDUM OF TRANSFER AGREEMENT** ("Memorandum") is made and entered into as of the ____ day of _____, 2026 (the "Effective Date"), by and between by and between **ACTS 88, LLC**, a Florida limited liability company with a mailing address of PO Box 10779, Brooksville, Florida 34603 ("Acts 88"), **SOMERSET LAND, LLC**, a Florida limited liability company, with a mailing address of 18125 Wayne Road, Odessa, Florida 33556 ("Somerset") (collectively, Somerset and Acts shall be referred to as the "Developer"), and **THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA,** a body corporate and public subdivision of the state of Florida, whose address is 919 North Broad Street, Brooksville, FL 34601 (the "District"). Developer and District are each individually referred to herein as a "Party" and collectively as the "Parties".

W I T N E S S E T H:

WHEREAS, District is the owner of that certain real property located in Hernando County, Florida (the "County"), known as Explorer K-8 and identified as Hernando County Parcel No.: R13 423 17 0000 0010 0010 ("District Property"); and

WHEREAS, District and Developer entered into a Transfer Agreement dated effective January ___, 2026 (as amended from time to time, the "Transfer Agreement") pursuant to which, Somerset has agreed to transfer to District, and District has agreed to acquire from Somerset, a portion of the Somerset Property depicted on Exhibit "A" attached hereto and incorporated herein, and Acts has agreed to transfer to District, and District has agreed to acquire from Acts, a portion of the Acts Property depicted on Exhibit "B" attached hereto and incorporated herein, both parcels are together with all rights and appurtenances thereto, including, but not limited to, rights of ingress and egress, any and all air space rights and interests and subsurface rights and interests, mineral rights, timber rights, riparian and littoral rights, together with all pertinent rights and interest pertaining to adjacent streets and roadways (collectively referred to as the "Developer Property") all in accordance with the terms and conditions contained in the Transfer Agreement; and

WHEREAS, pursuant to the term so the Transfer Agreement, Developer agreed to extend Explorer Boulevard to the south, and add additional access, perimeter security fencing

and gates, queuing, and a new marquee of similar or better quality for the School for the District's school as well as construction and upgrading of District's drainage (collectively, the "Improvement Work"), as more contemplated in that certain Development Agreement dated November 29, 2022, recorded as Instrument Number 2023012862, in Official Records Book 4273, Page 304 in the official records of Hernando County (as amended and updated, the "Development Agreement"); and

WHEREAS, the Parties desire to enter into this Short Form and Memorandum of Transfer Agreement to give notice of said obligations under the Transfer Agreement to all future assignees and developers of the Developer Property and Explorer Boulevard.

NOW, THEREFORE, in consideration of the mutual covenants and agreements set forth herein, and for other valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

1. Recitals. The recitals set forth hereinabove are true and correct in all respects and are incorporated herein by reference as if set forth herein verbatim.

2. Developer's Improvement Work. Pursuant to the Development Agreement, Developer is required, without limitation, to complete the Improvement Work. The parties agree that the plans attached to the Transfer Agreement (the "Plans") have been approved by the District, the County, and Duke Energy Florida LLC, a Florida limited liability company ("Duke") and shall be subject to the approval by any and all jurisdictions having authority over the Improvement Work (collectively, any and all jurisdictions having authority over the Improvement Work shall be referenced as the "Governing Authority"). Any modifications to the Plans attached hereto must be approved in writing by the District's governing board and any Governing Authority.

(d) Timing of Improvement Work. District acknowledges that the timing of the Improvement Work will be governed by the need for access as additional phases of Somerset Bay are developed. Upon submission of the conditional plat application for the next phase of development of Somerset bay, a traffic study or transportation impact analysis which complies with the requirements of the Adequate Public Facilities Ordinance (2009-18) (as may be amended or updated) and is signed and sealed by a licensed Professional Engineer (PE), licensed to practice in the State of Florida, shall be prepared at the Developing Party's (as defined hereinbelow) sole cost. If (i) such traffic study or analysis determines that the proposed development phase causes or contributes to traffic impacts that exceed the adopted level of service standards for any affected roadway segment, intersection, or transportation facility, or that otherwise fails to satisfy applicable transportation concurrency requirements, or (ii) the County independently elects to improve the portion of Explorer Boulevard that is the subject of the Dedication, either such event shall constitute a "Triggering Event". The effective date of the Triggering Event under clause (i) shall be the date of conditional plat approval, and the effective date of the Triggering Event under clause (ii) shall be the date the County breaks ground on Explorer Boulevard. Upon the occurrence of a Triggering Event, the party (the "Developing Party") developing such Phase (i.e., Acts 88, Somerset or their successors and/or assigns) shall commence the Improvement Work within eighteen (18) months from the date of the applicable Triggering Event ("Commencement Deadline"), and shall complete the Improvement Work

within eighteen (18) months from the date of commencement ("Completion Deadline"), unless such deadlines are modified by the applicable Governing Authority or by mutual written agreement of the Developing Party and District. If at any time prior to approval of the conditional plat, the County reasonably determines that a traffic study or transportation assessment is necessary, either the County or the District may request that such study be performed, and Developing Party shall cause the same to be completed at the Developing Party's sole cost and expense.

(e) Compliance. All Improvement Work to be completed by Developing Party shall be completed in accordance with the Governing Authority, local and state laws, regulations, ordinances and building codes and shall be completed by appropriate licensed, insured and bonded contractors in a good and workmanlike manner. Developing Party shall be solely responsible for obtaining any and all permits, approvals, and authorizations required by the Governing Authority or regulatory agency in connection with the construction of the Improvement Work, including, without limitation, the District. Developing Party shall submit all required plans and documents to the District (and its third-party building official, if applicable) for review and approval prior to commencement of construction. Developing Party shall pay, at its sole cost and expense, all fees, charges, and expenses assessed by the District's third-party building official or any other reviewing agency for plan review, permitting, and inspections associated with the construction of the Improvement Work. Developing Party shall also comply with all conditions of such permits and approvals and shall promptly provide the District with copies of all permits and inspection reports upon request.

(f) Coordination of Construction. Developing Party shall provide the District with at least ninety (90) days' prior written notice before commencement of the Improvement Work. Developing Party shall coordinate with the District to create a schedule for the Improvement Work for the minimal disruption of School operations. This plan shall be mutually approved by both parties and such approval shall not be unreasonably withheld. Developing Party shall maintain continuous, safe, secure, and convenient access for School buses, staff, parents, emergency vehicles, and students at all times during construction. Any temporary detours or closures affecting access routes shall be coordinated no less than seventy-two (72) hours in advance with the District and shall not occur during School arrival or dismissal hours unless expressly approved in writing by the District. Developing Party shall implement appropriate traffic control measures, signage, and flagging personnel as necessary to ensure safe and efficient traffic flow during all construction activities. Developing Party shall provide the District with at least seventy-two (72) hours' prior written notice before commencement of any construction activities impacting or disrupting utilities serving the School. A traffic control plan, temporary fencing plan, or construction staging plan, if required by the District or Governing Authority, shall be submitted for review and approval prior to commencement of construction. Developing Party shall coordinate construction schedules with the District's Director of Facilities and Construction, or other designee, to minimize disruption to School operations, including testing periods, events, and transportation schedules. Construction activities generating excessive noise, dust, or vibration shall be restricted during regular School hours to the extent reasonably practicable. Any damage to School access drives, parking areas, sidewalks, or related infrastructure caused by construction activities shall be promptly repaired or restored by Developing Party, at its sole cost and to the District's satisfaction.

(g) District Rights Prior to Closing. Developer expressly acknowledges the District's rights to use the Property pursuant to that certain easement recorded in Official Records Book 2102, Page 979, of the Public Records of Hernando County, Florida (the "Easement"). From and after the Effective Date through and including the Closing, Developer shall not, and shall not permit any other party to, interfere with, impair, revoke, terminate, modify, alter, encumber, or otherwise adversely affect the Easement or the District's rights thereunder. Developer further covenants that, aside from the Improvement Work, it shall not cause or allow any construction, development activity, obstruction, grading, utility work, or other condition within the Easement area that would materially or adversely impact the District's use, access, operation, or enjoyment of the Easement during such period. These obligations shall be absolute, unconditional, and shall survive the Closing. Until commencement of the Improvement Work, Explorer Boulevard and the School access shall continue to operate in their current condition, and Developer shall not make any changes that interfere with such operation.

(h) Drainage Easement. In connection with the grading and slope alterations that are necessary for Developing Party's construction of the Improvement Work, District will be required to obtain a perpetual, non-exclusive drainage easement from Somerset over, upon, across, through and under a portion of Somerset Property. At Closing, Somerset and District will execute and record a Drainage Easement Agreement in the form attached to the Transfer Agreement.

(i) District Takeover Rights. If Developing Party does not commence the Improvement Work by the Commencement Deadline or complete the Improvement Work by the Completion Deadline, then District, at District's sole option, may elect (by providing written notice of such election to the Developing Party) to complete installation of the Improvement Work in a timely manner in accordance with the Plans for such Improvement Work, in which case all direct costs and expenses incurred by District in doing so shall be payable to District from Developing Party plus an amount equal to ten percent (10%) of such direct costs and expenses. All payment requests from District under this section shall be paid within fifteen (15) days after receipt of such invoice and receipts therefor, after which such amounts shall bear interest at ten percent (10%) per annum until paid.

(j) Default. Notwithstanding and in addition to Section 15 of the Transfer Agreement, in the event Developing Party fails to comply with any term or condition of this Section , including but not limited to restoration obligations, or time limitations, District shall have the right, upon written notice to Developing Party, to pursue any and all remedies available at law or in equity. Developing Party shall be responsible for all costs and expenses incurred by District in enforcing the terms of this Section, including reasonable attorneys' fees and costs (whether incurred before or after litigation, at trial or on appeal). The rights and remedies provided herein are cumulative and in addition to any other rights and remedies available under applicable law or under the terms of the Transfer Agreement.

3. Successors; Assignment. The Transfer Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, successors, assigns and legal representatives. If title to the Somerset Property or the Acts Property is conveyed to a third party at any time, Developer shall provide the District with at least thirty (30) days' prior written notice of such transfer, and any party acquiring title shall be substituted, in all respects, for Acts

88 and/or Somerset (as applicable) with respect to the obligations that run with the land). Any assignee shall assume all of Developer's obligations under the Transfer Agreement pursuant to an Assignment and Assumption Agreement acceptable to the District.

4. Covenants Running with the Land. The Parties acknowledge and agree that the obligations of Developer set forth in the Transfer Agreement, as evidenced by this Memorandum, are intended to and shall run with the land, and shall be binding upon Developer and all successors, assigns, transferees, purchasers, and any other parties acquiring an interest in the Developer Property, whether voluntary or involuntary. The benefits of such obligations shall inure to the District and its successors and assigns. Developer expressly agrees that any conveyance, assignment, or transfer of the Developer Property shall be made subject to the Transfer Agreement and the Memorandum.

5. Miscellaneous. All capitalized terms not otherwise defined in this Memorandum shall have the meaning ascribed thereto in the Transfer Agreement. Reference is hereby made to the Transfer Agreement for a more complete description of the terms. In the event of any conflict between terms and provisions of this Memorandum and the Transfer Agreement, the terms and provisions of the Transfer Agreement shall prevail and control.

[SIGNATURE PAGES FOLLOW]

IN WITNESS WHEREOF, Developer has caused this instrument to be duly executed in its name by the undersigned as of the date first above written.

WITNESSES:

_____
Print Name: _____
Address: _____
_____

_____
Print Name: _____
Address: _____
_____

ACTS 88:

ACTS 88, LLC, a Florida limited liability company

By:_____
Name:_____
Title:_____

STATE OF FLORIDA
COUNTY OF _____

THE FOREGOING INSTRUMENT was acknowledged before me by means of ☐ physical presence or ☐ online notarization, this _____ day of _____, 2026, by _____, as _____ of ACTS 88, LLC, a Florida limited liability company, on behalf thereof, who is ☐ personally known to me, or ☐ produced _____ as identification.

[AFFIX NOTARY SEAL]

_____
Notary Public Signature
Print Notary Name:_____
My commission expires:_____

[Signatures Continues on Following Page]

WITNESSES:

_____
Print Name: _____
Address: _____
_____

_____
Print Name: _____
Address: _____
_____

SOMERSET:

SOMERSET LAND, LLC, a Florida limited liability company

By:_____
Name:_____
Title:_____

STATE OF FLORIDA)

COUNTY OF _____)

The foregoing instrument was acknowledged before me by means of ☐ physical presence or ☐ online notarization this ___ day of _____, 2026, by _____, as _____ of **SOMERSET LAND, LLC**, a Florida limited liability company, on behalf of the company, and who ☐ is personally known to me or ☐ has produced _____ as identification.

_____
Print Name:_____
Notary Public, State of Florida
My Commission Expires:
My Commission Number:

[Signatures Continues on Following Page]

IN WITNESS WHEREOF, District has caused this instrument to be duly executed in its name by the undersigned as of the date first above written.

WITNESSES:

_____
Print Name: _____
Address: _____
_____

_____
Print Name: _____
Address: _____
_____

DISTRICT:

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA, a body corporate and public subdivision of the state of Florida

By: _____
Name:_____
Title:_____

STATE OF FLORIDA)
COUNTY OF HERNANDO)

The foregoing instrument was acknowledged before me by means of ☐ physical presence or ☐ online notarization this _____ day of _____, 2026, by _____, as _____ of **THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**, a body corporate and public subdivision of the state of Florida, on behalf of the School Board, and who ☐ is personally known to me, or ☐ has produced _____ as identification.

_____
Print Name:_____
Notary Public, State of Florida
My Commission Expires:
My Commission Number:

Attest:

By:_____
Name:_____
Title:_____

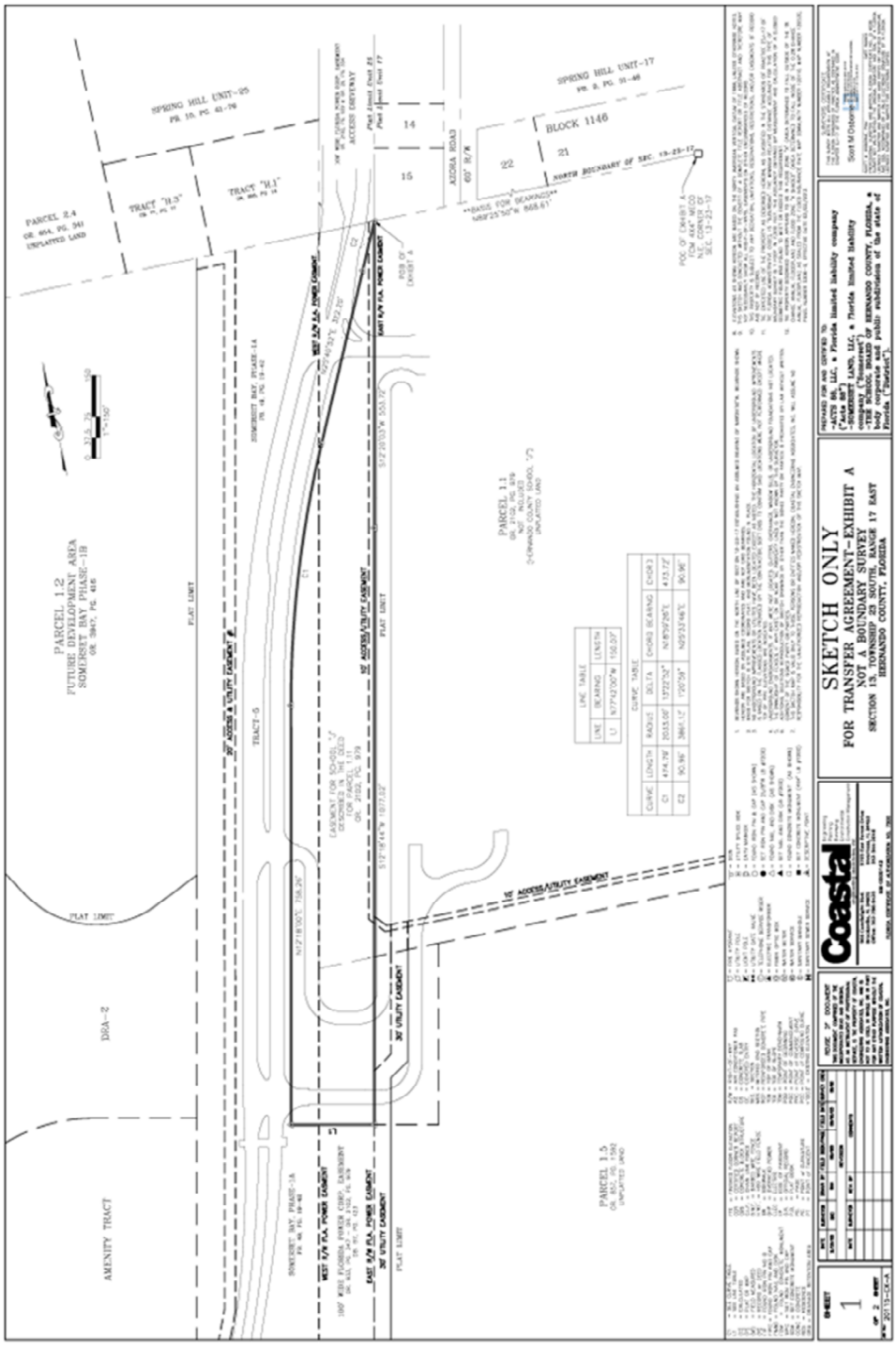
Approved as to Form:

By:_____
Name:_____
Title:_____

Exhibit "A" to Memorandum

Legal Description of Somerset Property

***NOTE*: Legal description and acreage of the Property to be confirmed and updated as necessary upon receipt of the**



Survey

#650210S-v8
#650210S-v9

EXHIBIT A LEGAL DESCRIPTION

COMMENCING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST, HERNANDO COUNTY, FLORIDA; THENCE ALONG THE NORTH BOUNDARY LINE OF SAID SECTION 13, RUN N89°25'50"W, 868.61 FEET TO THE EAST RIGHT-OF-WAY LINE OF A 100 FOOT WIDE POWER EASEMENT AS DESCRIBED IN OFFICIAL RECORDS BOOK 933, PAGE 347 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA, AND THE POINT OF BEGINNING; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN S12°20'03"W, 553.72 FEET; THENCE S12°18'44"W, 1077.02 FEET; THENCE LEAVING SAID EAST RIGHT-OF-WAY LINE, RUN N77°42'00"W, 150.07 FEET; THENCE N12°18'00"E, 758.26 FEET TO A POINT OF CURVATURE TO THE RIGHT. SAID CURVE BEING CONCAVE TO THE SOUTHEAST, HAVING A RADIUS OF 2033.00 FEET, A CENTRAL ANGLE OF 13°22'52", AND A CHORD BEARING AND DISTANCE OF N18°59'26"E, 473.72 FEET; THENCE ALONG THE ARC OF SAID CURVE 474.79 FEET; THENCE N25°40'52"E, 322.20 FEET TO A POINT OF CURVATURE TO THE LEFT. SAID CURVE BEING CONCAVE TO THE NORTHWEST, HAVING A RADIUS OF 3861.13 FEET, A CENTRAL ANGLE OF 1°20'59", AND A CHORD BEARING OF N25°33'46"E, 90.96 FEET; THENCE ALONG THE ARC OF SAID CURVE 90.96 FEET TO THE NORTH LINE OF SAID SECTION 13, AND THE EAST RIGHT-OF-WAY LINE OF SAID POWER EASEMENT, AND THE POINT OF BEGINNING.

CONTAINING 4.48 ACRES MORE OR LESS.

CT = SEE CURVE TABLE
LT = SEE LINE TABLE
(C) = CALCULATED
(P) = PLAT OR AMP
(M) = FIELD MEASURED
(R) = RECORD or DEED
FIP = FOUND IRON PIN NO ID
FIPID = FOUND IRON PIN AND CAP
FNAD = FOUND NAIL AND DISC
FCM = FOUND CONCRETE MONUMENT
SPC = SET IRON PIN AND CAP
SCM = SET CONCRETE MONUMENT
CONC = CONCRETE
RES = RESIDENCE
DRA = DRAINAGE RETENTION AREA

FFE = FINISHED FLOOR ELEVATION
CCR = CERTIFIED CORNER REPORT
CBS = CONCRETE BLOCK STRUCTURE
C.L.F. = CHAIN LINK FENCE
B.W.F. = BARBED WIRE FENCE
H.W.F. = HOG WIRE FIELD FENCE
SW = SIDEWALK
OHP = OVERHEAD POWER
ELEC = ELECTRIC
EP = EDGE OF PAVEMENT
O.R. = OFFICIAL RECORD
P.B. = PLAT BOOK
PC = PACE
PC = POINT of CURVATURE
PT = POINT of TANGENT

R/W = RIGHT-OF-WAY
AC = AIR CONDITIONER PAD
CS = CONCRETE SLAB
CE = COVERED ENTRY
SEC. = SECTION
MES = METERED END SECTION
RCP = REINFORCED CONCRETE PIPE
TOM = TOP OF BANK
TOE = TOE OF SLOPE
TBM = TEMPORARY BENCHMARK
POB = POINT OF BEGINNING
POC = POINT OF COMMENCEMENT
PRC = POINT of REVERSE CURVE
PCC = POINT of COMPOUND CURVE
+100.0' = EXISTING ELEVATION

= FIRE HYDRANT
= UTILITY POLE
= LIGHT POLE
= UTILITY GATE VALVE
= TELEPHONE SERVICE RISER
= ELECTRIC TRANSFORMER
= FIBER OPTIC BOX
= WATER METER
= WATER SERVICE
= SANITARY MANHOLE
= SANITARY SEWER SERVICE

"D" = SIGN
= UTILITY SPLICE BOX
= CATV MARKER
= FOUND IRON PIN & CAP (AS SHOWN)
= SET IRON PIN AND CAP (5/8"IR LB #7200)
= FOUND NAIL AND DISK (AS SHOWN)
= SET NAIL AND DISK (LB #7200)
= FOUND CONCRETE MONUMENT (AS SHOWN)
= SET CONCRETE MONUMENT ("4x4" LB #7200)
= DESCRIPTIVE POINT

1. BEARINGS SHOWN HEREON BASED ON THE NORTH LINE OF SECTION 13-23-17 ESTABLISHING AN ASSUMED BEARING OF N89°25'50"W. BEARINGS SHOWN HEREON ARE BASED ON ASSUMED COORDINATES AND ARE NOT GRID BEARINGS.
2. BASIS FOR SKETCH IS SITE PLAN, RECORD PLAT, AND MONUMENTATION FOUND IN PLACE.
3. NO UNDERGROUND IMPROVEMENTS OR UTILITIES HAVE BEEN LOCATED EXCEPT AS NOTED. THE HORIZONTAL LOCATION OF UNDERGROUND IMPROVEMENTS IS BASED ON THE FLAGGED LOCATION PROVIDED BY THE CONTRACTOR. SSF DOES TO CONFIRM SAID LOCATIONS WERE NOT PERFORMED EXCEPT WHERE TOP OF PIPE ELEVATIONS ARE INDICATED.
4. UNDERGROUND ENCROACHMENTS, IF ANY, WERE NOT LOCATED. CUTTERS, OVERHANGS, WINDOW SILLS, OR UNDERGROUND FOUNDATIONS NOT LOCATED.
5. THE OWNERSHIP OF FENCES, IF ANY EXIST, ON OR NEAR THE PROPERTY LINES IS NOT KNOWN BY THIS SURVEYOR.
6. USE OF THIS SURVEY FOR PURPOSES NOTED OR UTILIZED DRAWINGS BY OTHER THAN THE SIGNED PARTY OR PARTIES IS PROHIBITED BY LAW WITHOUT WRITTEN CONSENT OF THE SIGNED PARTY OR PARTIES.
7. THIS SKETCH MAP IS VALID ONLY TO THOSE PERSONS OR ENTITIES NAMED HEREON. COASTAL ENGINEERING ASSOCIATES, INC. WILL ASSUME NO RESPONSIBILITY FOR THE UNAUTHORIZED REPRODUCTION AND/OR REDISTRIBUTION OF THIS SKETCH MAP.
8. ELEVATIONS AS SHOWN HEREON ARE BASED ON THE NORTH AMERICAN VERTICAL DATUM OF 1988, UNLESS OTHERWISE NOTED.
9. THIS SKETCH WAS CONDUCTED WITHOUT THE BENEFIT OF A COMPLETE TITLE REPORT OR TITLE ABSTRACT AND THEREFORE MAY NOT NECESSARILY SHOW ALL RIGHT-OF-WAYS, EASEMENTS OR OTHER ENCUMBRANCES OF RECORD.
10. THIS PROPERTY IS SUBJECT TO ANY DEDICATION, LIMITATIONS, RESERVATIONS, RESTRICTIONS AND/OR EASEMENTS OF RECORD AND NOT SHOWN.
11. THE EXPECTED USE OF THIS PROPERTY AS DESCRIBED HEREON, IS CLASSIFIED IN THE STANDARDS OF PRACTICE (SJ-17 OF CHAPTER 5J-17, FLORIDA ADMINISTRATIVE CODE), IS "SUBURBAN". THE MINIMUM RELATIVE DISTANCE ACCURACY FOR THIS TYPE OF BOUNDARY SURVEY IS 1 FOOT IN 7,500 FEET. THE ACCURACY OBTAINED BY MEASUREMENT AND CALCULATION OF A CLOSED GEOMETRIC FIGURE WAS FOUND TO MEET OR EXCEED THIS REQUIREMENT.
12. THE PROPERTY DESCRIBED HEREON APPEARS TO BE IN FLOOD ZONE "X" (AREA DETERMINED TO FALL OUTSIDE OF THE 1% CHANCE ANNUAL FLOODPLAIN) AND FLOOD ZONE "X SHADED" (AREA DETERMINED TO FALL INSIDE OF THE 0.2% CHANCE ANNUAL FLOODPLAIN) AS SCALED FROM THE FLOOD INSURANCE RATE MAP COMMUNITY NUMBER 120110, MAP NUMBER 12053C, PANEL NUMBER 0336-G, EFFECTIVE DATE 02/02/2012.

SHEET 2 OF 2 SHEET
JOB No. 20115-EX-A

DATE	SURVEYOR	DRAWN BY	FIELD BOOK/PAGE	FIELD DATE	SURVEY CREW
11/15/23	BKD	RAH	00/000	00/00/23	00/00
REVISION					
DATE	SURVEYOR	REV. BY	COMMENTS		

REUSE OF DOCUMENT
THIS DOCUMENT COMPRISED OF THE INCORPORATED IDEAS AND DESIGNS, AS AN INSTRUMENT OF PROFESSIONAL SERVICE, IS THE PROPERTY OF COASTAL ENGINEERING ASSOCIATES, INC. AND IS NOT TO BE USED, IN WHOLE OR IN PART FOR ANY OTHER PURPOSE WITHOUT THE WRITTEN AUTHORIZATION OF COASTAL ENGINEERING ASSOCIATES, INC.

Coastal Engineering Planning Surveying Environmental Construction Management
engineering associates, inc.
966 Candlelight Blvd. Brooksville, FL 34601 Office: 352-796-9423
5709 East Forest Drive Inverness, FL 34453 352-344-3016
EB-0000142
FLORIDA CERTIFICATE OF AUTHORIZATION NO. 7200

SKETCH ONLY
FOR TRANSFER AGREEMENT-EXHIBIT A
NOT A BOUNDARY SURVEY
SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST
HERNANDO COUNTY, FLORIDA

PREPARED FOR AND CERTIFIED TO:
-ACTS 88, LLC, a Florida limited liability company ("Acts 88")
-SOMERSET LAND, LLC, a Florida limited liability company ("Somerset")
-THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA, a body corporate and public subdivision of the state of Florida ("District").

SURVEYORS CERTIFICATE
THIS SURVEY MEETS ALL APPLICABLE REQUIREMENTS OF THE FLORIDA STANDARDS OF PRACTICE AS CONTAINED IN CHAPTER 5J-17 OF THE FLORIDA ADMINISTRATIVE CODE.

Scott M Osborne

SCOTT M OSBORNE, PSM
PROFESSIONAL SURVEYOR AND MAPPER, FLORIDA CERTIFICATE NO. LS 6508
SURVEY NOT VALID WITHOUT THE ORIGINAL SIGNATURE AND SEAL OF A FLORIDA LICENSED SURVEYOR AND MAPPER. ADDITIONS OR DELETIONS TO SURVEY MAPS BY OTHER THAN THE SIGNING PARTY OR PARTIES IS PROHIBITED WITHOUT THE WRITTEN CONSENT OF THE SIGNING PARTY OR PARTIES. ELECTRONIC SEALS AND SIGNATURES AND SEAL ACCOMPANIED BY A VALID ELECTRONIC SIGNATURE OF A FLORIDA LICENSED SURVEYOR AND MAPPER FOR ELECTRONIC COPIES.

DATE SIGNED

EXHIBIT-A LEGAL DESCRIPTION (EX-A)

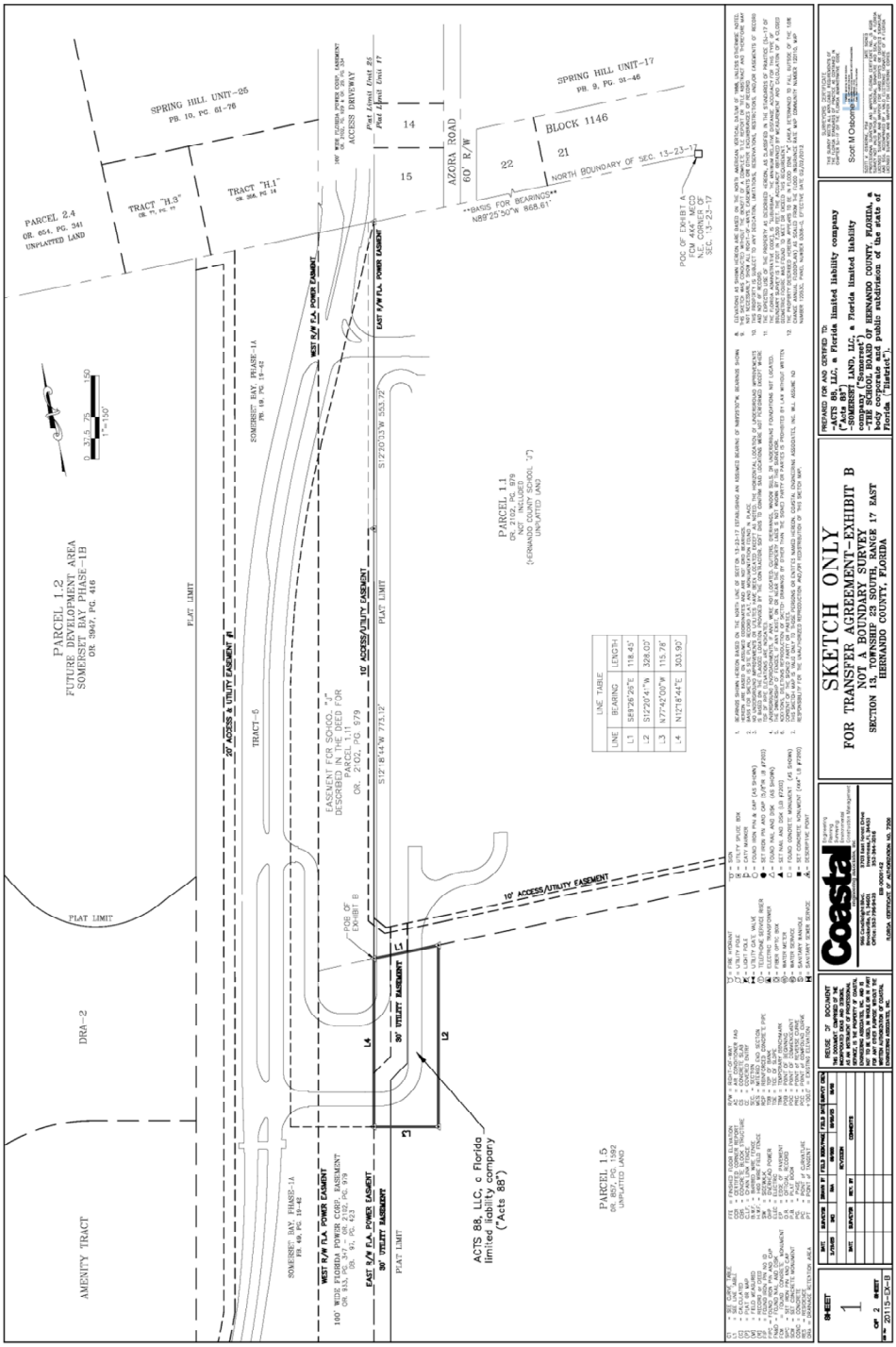
COMMENCING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST, HERNANDO COUNTY, FLORIDA; THENCE ALONG THE NORTH BOUNDARY LINE OF SAID SECTION 13, RUN N89°25'50"W, 868.61 FEET TO THE EAST RIGHT-OF-WAY LINE OF A 100 FOOT WIDE POWER EASEMENT AS DESCRIBED IN OFFICIAL RECORDS BOOK 933, PAGE 347 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA, AND THE POINT OF BEGINNING; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN S12°20'03"W, 553.72 FEET; THENCE S12°18'44"W, 1077.02 FEET; THENCE LEAVING SAID EAST RIGHT-OF-WAY LINE, RUN N77°42'00"W, 150.07 FEET; THENCE N12°18'00"E, 758.26 FEET TO A POINT OF CURVATURE TO THE RIGHT. SAID CURVE BEING CONCAVE TO THE SOUTHEAST, HAVING A RADIUS OF 2033.00 FEET, A CENTRAL ANGLE OF 13°22'52", AND A CHORD BEARING AND DISTANCE OF N18°59'26"E, 473.72 FEET; THENCE ALONG THE ARC OF SAID CURVE 474.79 FEET; THENCE N25°40'52"E, 322.20 FEET TO A POINT OF CURVATURE TO THE LEFT. SAID CURVE BEING CONCAVE TO THE NORTHWEST, HAVING A RADIUS OF 3861.13 FEET, A CENTRAL ANGLE OF 1°20'59", AND A CHORD BEARING OF N25°33'46"E, 90.96 FEET; THENCE ALONG THE ARC OF SAID CURVE 90.96 FEET TO THE NORTH LINE OF SAID SECTION 13, AND THE EAST RIGHT-OF-WAY LINE OF SAID POWER EASEMENT, AND THE POINT OF BEGINNING.

CONTAINING 4.48 ACRES MORE OR LESS.

Exhibit "B" to Memorandum

Legal Description of Acts Property

NOTE: Legal description and acreage of the Property to be confirmed and updated as necessary upon receipt of the Survey


SKETCH ONLY
FOR TRANSFER AGREEMENT-EXHIBIT B
NOT A BOUNDARY SURVEY
SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST
HERNANDO COUNTY, FLORIDA
PARCEL 1.2
FUTURE DEVELOPMENT AREA
SOMERSET BAY PHASE-1B
OR 3947, PG. 416
PARCEL 2.4
OR 654, PG. 341
UNPLATTED LAND
SPRING HILL UNIT-25
PB. 10, PG. 61-76
TRACT "H.3"
TRACT "H.1"
SPRING HILL UNIT-17
PB. 9, PG. 91-46
BLOCK 1146
AZORA ROAD
60' R/W
NORTH BOUNDARY OF SEC. 13-23-17
BASIS FOR BEARINGS N89°25'50"W 868.61'
POC OF EXHIBIT A-
FOH 4x4" MCD
N.E. CORNER OF
SEC. 13-23-17
PARCEL 1.1
OR 2102, PG. 979
NON-PLATTED
(HERNANDO COUNTY SCHOOL "J")
UNPLATTED LAND
PARCEL 1.5
OR 1807, PG. 1492
UNPLATTED LAND
AMENITY TRACT
DRA-2
TRACT-5
SOMERSET BAY PHASE-1A
PB 68, PG. 19-42
SOMERSET BAY PHASE-1A
PB 68, PG. 19-42
SOMERSET BAY PHASE-1B
PB 68, PG. 19-42
FLAT LIMIT
20' ACCESS & UTILITY EASEMENT
WEST R/W FLA. POWER EASEMENT
100' WIDE FLORIDA POWER CORP. EASEMENT
OR 933, PG. 347 - OR 2102, PG. 979
OR 91, PG. 423
EAST R/W FLA. POWER EASEMENT
30' UTILITY EASEMENT
EASEMENT FOR SCHOOL "J"
NOT INCLUDED FOR
PARCEL 1.1
OR. 2102, PG. 979
10' ACCESS/UTILITY EASEMENT
S12°18'14"W 773.12'
S12°20'03"W 553.72'
POB OF
EXHIBIT B
ACTS 88, LLC, a Florida
limited liability company
("Acts 88")
LINE TABLE
LINE | BEARING | LENGTH
L1 | S89°39'26"E | 118.45'
L2 | S12°20'47"W | 328.03'
L3 | N77°42'00"W | 115.78'
L4 | N12°18'44"E | 353.90'
PREPARED FOR AND CERTIFIED TO:
-ACTS 88, LLC, a Florida limited liability company
("Acts 88")
-SOMERSET BAY LAND, LLC, a Florida limited liability company ("Somerset")
-THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA, a body corporate and politic pursuant to the laws of the State of Florida ("District").
Coastal
Scot M Osborn
SHEET 1 OF 2 SHEET
2115-EX-B

#650210S-v8/158226/#650210S3 v9

EXHIBIT B LEGAL DESCRIPTION

COMMENCING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST, HERNANDO COUNTY, FLORIDA; THENCE ALONG THE NORTH BOUNDARY LINE OF SAID SECTION 13, RUN N89°25'50"W, 868.61 FEET TO THE EAST RIGHT-OF-WAY LINE OF A 100 FOOT WIDE POWER EASEMENT AS DESCRIBED IN OFFICIAL RECORDS BOOK 933, PAGE 347 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN S12°20'03"W, 553.72 FEET; THENCE S12°18'44"W, 773.12 FEET TO THE SOUTH LINE OF PARCEL 1.1 (HERNANDO COUNTY SCHOOL "J") AS RECORDED IN OFFICIAL RECORDS BOOK 2102, PAGE 979 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA, AND THE POINT OF BEGINNING; THENCE ALONG THE SOUTH OF SAID PARCEL 1.1, RUN S89°26'26"E, 118.45 FEET; THENCE LEAVING SAID SOUTH LINE, RUN S12°20'41"W, 328.00 FEET; THENCE N77°42'00"W, 115.78 FEET TO THE EAST RIGHT-OF-WAY LINE OF SAID POWER EASEMENT; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN N12°18'44"E, 303.90 FEET TO THE POINT OF BEGINNING.

CONTAINING 0.84 ACRES MORE OR LESS.

C1 = SEE CURVE TABLE
L1 = SEE LINE TABLE
(C) = CALCULATED
(P) = PLAT OR AMP
(M) = FIELD MEASURED
(R) = RECORD or DEED
FIP = FOUND IRON PIN NO ID
FIPC = FOUND IRON PIN AND CAP
FNAD = FOUND NAIL AND DISC
FPRM = FOUND PERMANENT MONUMENT
SPC = SET IRON PIN AND CAP
SCM = SET CONCRETE MONUMENT
CONC = CONCRETE
RES = RESIDENCE
DRA = DRAINAGE RETENTION AREA

FFE = FINISHED FLOOR ELEVATION
CCR = CERTIFIED CORNER REPORT
CBS = CONCRETE BLOCK STRUCTURE
C.L.F. = CHAIN LINK FENCE
B.W.F. = BARBED WIRE FENCE
H.W.F. = HOG WIRE FIELD FENCE
SW = SIDEWALK
O.H.P.L. = OVERHEAD POWER
ELEC = ELECTRIC
EP = EDGE OF PAVEMENT
O.R. = OFFICIAL RECORD
P.B. = PLAT BOOK
PG = PAGE
PC = POINT of CURVATURE
PT = POINT of TANGENT
+100.0' = EXISTING ELEVATION

R/W = RIGHT-OF-WAY
AC = AIR CONDITIONER PAD
CS = CONCRETE SLAB
DE = COVERED ENTRY
SEC. = SECTION
MES = METERED END SECTION
RCP = REINFORCED CONCRETE PIPE
TOM = TOP OF MOUND
TOE = TOE OF SLOPE
TBM = TEMPORARY BENCHMARK
POB = POINT OF BEGINNING
POC = POINT OF COMMENCEMENT
PRC = POINT of REVERSE CURVE
PCC = POINT of COMPOUND CURVE
+100.0' = EXISTING ELEVATION

= FIRE HYDRANT
= UTILITY POLE
= LIGHT POLE
= UTILITY GATE VALVE
= TELEPHONE SERVICE RISER
= ELECTRIC TRANSFORMER
= FIBER OPTIC BOX
= WATER METER
= WATER SERVICE
= SANITARY MANHOLE
= SANITARY SEWER SERVICE

"D" = SIGN
= UTILITY SPLICE BOX
= CATV MARKER
= FOUND IRON PIN & CAP (AS SHOWN)
= SET IRON PIN AND CAP (5/8"IR LB #7200)
= FOUND NAIL AND DISK (AS SHOWN)
= SET NAIL AND DISK (LB #7200)
= FOUND CONCRETE MONUMENT (AS SHOWN)
= SET CONCRETE MONUMENT ("4x4" LB #7200)
= DESCRIPTIVE POINT

1. BEARINGS SHOWN HEREON BASED ON THE NORTH LINE OF SECTION 13-23-17 ESTABLISHING AN ASSUMED BEARING OF N89°25'50"W. BEARINGS SHOWN HEREON ARE BASED ON ASSUMED COORDINATES AND ARE NOT GRID BEARINGS.
2. BASIS FOR SKETCH IS SEE PLAN, RECORD PLAT, AND MONUMENTATION FOUND IN PLACE.
3. NO UNDERGROUND IMPROVEMENTS OR UTILITIES HAVE BEEN LOCATED EXCEPT AS NOTED. THE HORIZONTAL LOCATION OF UNDERGROUND IMPROVEMENTS IS BASED ON THE FLAGGED LOCATION PROVIDED BY THE CONTRACTOR. SSF DIDS TO CONFIRM SAID LOCATIONS WERE NOT PERFORMED EXCEPT WHERE TOP OF PIPE ELEVATIONS ARE INDICATED.
4. UNDERGROUND ENCROACHMENTS, IF ANY, WERE NOT LOCATED. GUTTERS, OVERHANGS, WINDOW SILLS, OR UNDERGROUND FOUNDATIONS NOT LOCATED.
5. THE OWNERSHIP OF FENCES, IF ANY EXIST, ON OR NEAR THE PROPERTY LINES IS NOT KNOWN BY THIS SURVEYOR.
6. THIS SURVEY MAP AND REPORT MAY CONTAIN RESTRICTED DRAWINGS BY OTHER THAN THE SIGNED PARTY OR PARTIES IS PROHIBITED BY LAW WITHOUT WRITTEN CONSENT OF THE SIGNED PARTY OR PARTIES.
7. THIS SKETCH MAP IS VALID ONLY TO THOSE PERSONS OR ENTITIES NAMED HEREON. COASTAL ENGINEERING ASSOCIATES, INC. WILL ASSUME NO RESPONSIBILITY FOR THE UNAUTHORIZED REPRODUCTION AND/OR REDISTRIBUTION OF THIS SKETCH MAP.

8. ELEVATIONS AS SHOWN HEREON ARE BASED ON THE NORTH AMERICAN VERTICAL DATUM OF 1988, UNLESS OTHERWISE NOTED.
9. THIS SKETCH WAS CONDUCTED WITHOUT THE BENEFIT OF A COMPLETE TITLE REPORT OR TITLE ABSTRACT AND THEREFORE MAY NOT NECESSARILY SHOW ALL RIGHT-OF-WAYS, EASEMENTS OR OTHER ENCUMBRANCES OF RECORD.
10. THIS PROPERTY IS SUBJECT TO ANY DEDICATION, LIMITATIONS, RESERVATIONS, RESTRICTIONS, AND/OR EASEMENTS OF RECORD AND NOT OF RECORD.
11. THE EXPECTED USE OF THE PROPERTY AS DESCRIBED HEREON, AS CLASSIFIED IN THE STANDARDS OF PRACTICE (5J-17 OF THE FLORIDA ADMINISTRATIVE CODE), IS "SUBURBAN". THE MINIMUM RELATIVE DISTANCE ACCURACY FOR THIS TYPE OF BOUNDARY SURVEY IS 1 FOOT IN 7,500 FEET. THE ACCURACY OBTAINED BY MEASUREMENT AND CALCULATION OF A CLOSED GEOMETRIC FIGURE WAS FOUND TO MEET OR EXCEED THIS REQUIREMENT.
12. THE PROPERTY DESCRIBED HEREON APPEARS TO BE IN FLOOD ZONE "A" (AREA DETERMINED TO FALL OUTSIDE OF THE 1.0E CHANCE ANNUAL FLOODPLAIN) AS SCALED FROM THE FLOOD INSURANCE RATE MAP COMMUNITY NUMBER 120110, MAP NUMBER 12053C, PANEL NUMBER 0308-G, EFFECTIVE DATE 02/02/2012.

SHEET 2 OF 2 SHEETS
Job No. 20115-EX-B

DATE	SURVEYOR	DRAWN BY	FIELD BOOK/PAGE	FIELD DATE	SURVEY CREW
11/15/23	BID	RM	00/000	01/01/23	00/00

REVISION

DATE	SURVEYOR	REV. BY	COMMENTS

REUSE OF DOCUMENT
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Coastal Engineering Planning Surveying Environmental Construction Management
engineering associates, inc.
968 Candlelight Blvd. Brooksville, FL 34601 Office: 352-796-9423
9709 East Forest Drive Inverness, FL 34453 352-344-3016
EB-0000142
FLORIDA CERTIFICATE OF AUTHORIZATION NO. 7200

SKETCH ONLY
FOR TRANSFER AGREEMENT-EXHIBIT B
NOT A BOUNDARY SURVEY
SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST
HERNANDO COUNTY, FLORIDA

PREPARED FOR AND CERTIFIED TO:
-ACTS 88, LLC, a Florida limited liability company ("Acts 88")
-SOMERSET LAND, LLC, a Florida limited liability company ("Somerset")
-THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA, a body corporate and public subdivision of the state of Florida ("District").

SURVEYORS CERTIFICATE
THIS SURVEY MEETS ALL APPLICABLE REQUIREMENTS OF THE FLORIDA STANDARDS OF PRACTICE AS CONTAINED IN CHAPTER 5J-17 OF THE FLORIDA ADMINISTRATIVE CODE.

Scott M Osborne

SCOTT M OSBORNE, PSM
PROFESSIONAL SURVEYOR AND MAPPER, FLORIDA CERTIFICATE NO. LS 6508
DATE SIGNED
SURVEY NOT VALID WITHOUT THE ORIGINAL SIGNATURE AND SEAL OF A FLORIDA LICENSED SURVEYOR AND MAPPER. ADDITIONS OR DELETIONS TO SURVEY MAPS BY OTHER THAN THE SIGNING PARTY OR PARTIES IS PROHIBITED WITHOUT THE WRITTEN CONSENT OF THE SIGNING PARTY OR PARTIES. THIS SURVEY MAP AND REPORT MAY CONSIST OF PAGES NOT BEARING THE ORIGINAL SIGNATURE AND SEAL. ACCEPTANCE OF A VALID ELECTRONIC SIGNATURE OF A FLORIDA LICENSED SURVEYOR AND MAPPER FOR ELECTRONIC COPIES.

TRANSFER AGREEMENT EXHIBIT B LEGAL DESCRIPTION (EX-B)

COMMENCING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST, HERNANDO COUNTY, FLORIDA; THENCE ALONG THE NORTH BOUNDARY LINE OF SAID SECTION 13, RUN N89°25'50"W, 868.61 FEET TO THE EAST RIGHT-OF-WAY LINE OF A 100 FOOT WIDE POWER EASEMENT AS DESCRIBED IN OFFICIAL RECORDS BOOK 933, PAGE 347 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN S12°20'03"W, 553.72 FEET; THENCE S12°18'44"W, 773.12 FEET TO THE SOUTH LINE OF PARCEL 1.1 (HERNANDO COUNTY SCHOOL "J") AS RECORDED IN OFFICIAL RECORDS BOOK 2102, PAGE 979 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA, AND THE POINT OF BEGINNING; THENCE ALONG THE SOUTH OF SAID PARCEL 1.1, RUN S89°26'26"E, 118.45 FEET; THENCE LEAVING SAID SOUTH LINE, RUN S12°20'41"W, 328.00 FEET; THENCE N77°42'00"W, 115.78 FEET TO THE EAST RIGHT-OF-WAY LINE OF SAID POWER EASEMENT; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN N12°18'44"E, 303.90 FEET TO THE POINT OF BEGINNING.

CONTAINING 0.84 ACRES MORE OR LESS.

Exhibit "G"

~~**Duke Letter of No Objection**~~
County Encroachment Agreement

Summary report: Litera Compare for Word 11.14.0.42 Document comparison done on 3/27/2026 11:42:49 AM	
Style name: Default Style	
Intelligent Table Comparison: Active	
Original DMS: iw://cloudimanage.com/active/65021053/8 - Somerset Dedication of Land to HCSD (GR 1-12-26).docx	
Modified DMS: iw://cloudimanage.com/active/65021053/9 - Somerset Dedication of Land to HCSD (District 3-27-26).docx	
Changes:	
Add	15
~~Delete~~	16
~~Move From~~	0
Move To	0
Table Insert	0
~~Table Delete~~	0
Table moves to	0
~~Table moves from~~	0
Embedded Graphics (Visio, ChemDraw, Images etc.)	0
Embedded Excel	0
Format changes	0
Total Changes:	31

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

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

A. Item Currently Budgeted -

Account Name: No Financial Impact

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

B. Item Currently Not Budgeted -**

Funding Source

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

Funding Source

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

C. History

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

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

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

Hernando School District

School Board Workshop

Agenda Item # 2. 26-3674 4/28/2026

Title and Board Action Requested
Review of Pineapple Cove Classical Academy Brooksville Charter Proposal

Executive Summary
The Supervisor of School Choice, on behalf of the Superintendent of Schools, hereby requests the Board to review the charter proposal from Pineapple Cove Classical Academy Brooksville.

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

2023-28 Strategic Focus Area
Priority 1: Student Success

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

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

Outlook

Pineapple Cove Classical Academy at Brooksville

From Kelly Gunter <gunterk@pineapplecoveclassicalacademy.com>
Date Tue 2/24/2026 8:21 AM
To Dawn Williams <williams_d@hcsb.k12.fl.us>
Cc John Moran <moranj@pineapplecoveclassicalacademy.com>; Mark Cioffi, PhD <markcioffi.phd@gmail.com>

1 attachment (10 MB)
PCCA Brooksville Complete Application.pdf;

CAUTION: This email originated from outside of the Hernando County School District. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hello Ms. Williams,
Attached is the completed electronic copy of the PCCA Brooksville application for review. Dr. Cioffi is en route to deliver the 30 tabbed copies as well.

Please note some of the attachments are draft copies of policies and procedural guides for our current schools. These are intended as examples of what the District would expect to see at PCCA Brooksville. We would, obviously, update these for Brooksville prior to charter contract execution and school opening.

We look forward to working with you and the Hernando County School District.

Warmest regards,

Dr. Kelly Gunter
Director of School Operations
Pineapple Cove Classical Academy at Palm Bay
A Hillsdale College Member School
Pineapple Cove Classical Academy at West Melbourne
A Hillsdale College Member School
Pineapple Cove Classical Academy at Lockmar
A Hillsdale College Candidate Member School
321-499-2585 | 3455 Norfolk Pkwy, West Melbourne, FL 32904
pineapplecoveclassicalacademy.com

PINEAPPLE COVE CLASSICAL ACADEMY AT BROOKSVILLE

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

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APPLICATION COVER SHEET

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

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

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

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

NAME OF CONTACT PERSON: **Dr. Kelly Gunter**

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

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

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

E-MAIL ADDRESS: **gunterk@pccafl.com**

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

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

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

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

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

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

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

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

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

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

Name of ESP: Classical Education Management, LLC

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

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

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

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

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

Planned School Name	Authorizer	City, State	Opening Date

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

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

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Dr. Kelly Gunter

Signature

Director of School Operations

Title

Kelly Gunter, Ed, D.

Printed Name

02/06/2026

Date

EXECUTIVE SUMMARY

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

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

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

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

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

Sincerely,
The Founders of Pineapple Cove Classical Academy at Brooksville

I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

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

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

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

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

Vision:

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

B. Provide the page number(s) of the material within this application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S.

In accordance with the law, charter schools shall be guided by the following principles:

- *Meet high standards of student achievement while providing parents flexibility to*

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

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

Classical Education:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

of Pineapple Cove Classical Academy at Brooksville include:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- *Create innovative measurement tools.* PAGES(S) _____
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.* PAGE(S) ___
- *Expand the capacity of the public school system.* PAGE(S) _____
- *Mitigate the educational impact created by the development of new residential dwelling units.* PAGE(S)

_____

- *Create new professional opportunities for teachers, including ownership of the learning program at the school site.* PAGE (S)__

Section 2: Target Population and Student Body

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

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

shall consist of the following:

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

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

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

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

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

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

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

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

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

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

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

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

Section 3: Educational Program Design

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

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

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

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

Why K-12?

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

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

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

Why Classical Education?

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

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

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

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

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

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

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

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

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

Our Mission states:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 4: Curriculum and Instructional Design

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

grade level.

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

Literacy Essentials Reading Program

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

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

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

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

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

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

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

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

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

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

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

Grammar, Writing, Vocabulary, and Literature

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

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

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

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

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

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

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

Mathematics

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

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

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

The key elements of Singapore Math are described below:

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

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

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

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

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

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

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

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

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

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

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

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

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

much guidance.

Science

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

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

History, Geography, and Civics

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

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

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

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

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

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

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

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

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

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

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

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

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

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

or Euclid's *Geometry*.

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

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

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

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

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

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

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

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

curriculum. The components of this instructional program will include:

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

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

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

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

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

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

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

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

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

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

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

B.

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

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

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

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

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

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

Research base for Core Knowledge

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Support for Literacy Essentials Reading Program

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Support for Singapore Math

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

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

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

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

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

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

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

Support for Teaching Latin

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

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

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

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

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

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

Foreign Languages

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

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

Technology

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

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

Fine Arts

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

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

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

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

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

Physical Education

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

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

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

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

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

Moral Philosophy

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

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

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

Personal Financial Literacy

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

Senior Thesis

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

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

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

Electives

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

Other electives may include but will not be limited to:

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

Extracurricular Activities

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

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

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

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

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

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

Character Education

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

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

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

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

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

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

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

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

Progress Monitoring Plans will be required for the following:

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

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

Section 5: Student Performance

Performance Goals

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

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

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

Baseline Standards of Achievement

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

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

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

Students with no FAST scores

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

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

School wide Goals

Year 1

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

Year 2

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

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

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

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

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

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

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

Placement and Progression

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

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

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

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

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

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

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

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

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

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

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

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

In addition to these required courses, PCCA will require:

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

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

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

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

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

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

Assessment and Evaluation

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

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

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

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

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

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

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

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

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

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

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

- Step 1

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

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

- Step 2

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

- Step 3

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

- Step 4

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 6: Exceptional Students

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

well.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- OT/PT
- Speech Pathologist
- School Psychologist

Pineapple Cove Classical Academy at Brooksville will revisit the number of ESE staff needed once enrollment is established and will ensure that as enrollment increases and the school expands, that we have sufficient ESE support to meet the needs of our students, including hiring our own full-time staff members if appropriate.

J. Describe how the school's overall effectiveness in serving exceptional education students will be evaluated.

Evaluation of any educational program is important, but it is especially so for exceptional student education programs. By definition, both students with disabilities and gifted students have needs beyond the general curriculum. The purpose of ESE is to provide a free, appropriate public education to an exceptional student that enables him or her to attain the annual goals developed by the IEP or EP team and based on the student's needs resulting from the exceptionality. At the most basic level, PCCA's effectiveness in serving ESE students will be measured by the students' progress toward meeting their annual goals. While these are annual goals, they serve somewhat as benchmarks toward the ultimate goal, which is for all students to be successful – to learn and grow through their educational experiences, and achieve to their highest potential. Given this goal, perhaps a more telling evaluation is the students' performance on the same formative and summative assessments that are administered to all students.

PCCA will analyze student achievement data from a variety of sources including the following to identify deficiencies and apply instructional strategies to raise student performance:

- baseline and interim assessment data in reading, writing, and mathematics;
- chapter, unit, or module assessments in the core academic areas;
- teacher observation and class grades;
- end-of-course exams; and
- FAST;

The extent to which the achievement gap between students with disabilities and their nondisabled peers is lessened or closed, and that gifted students excel in their area(s) of strength, will be the overarching measure of effectiveness.

In addition to assessment measures described above, two meetings per quarter will be held where the goals for each student will be reviewed by the teachers of the student, who will report the achievement each student has reached based on his or her individual goals, and overall classroom performance. Teachers will discuss what is working and what does not seem to be as effective. Progress toward annual goals will be reported to parents as stated in each child's IEP or EP. Depending on the specific concern, the IEP team (if a change in amount or type of services is being considered) or PS/RtI team (if a change in methodology or strategy/intervention is being considered) will convene to address lack of expected progress.

Periodically, with no fewer than bi-yearly occurrences, we will conduct performance and satisfaction survey of all invested ESE parties including but not limited to: Parents, Students, Teachers, ESE Department Staff, Administration personnel dealing with the perception of the level of services offered, the individual's satisfaction and/or concerns with said services.

The school's efficacy in serving special education students will be evaluated on a continuous

basis in several ways. The School will ensure that procedures for collecting and reporting to the district and Department of Education are in place. ESE teachers and the general education teachers will collaborate with lesson planning and implementation as well as to review progress notes on the students that they serve to determine if students are meeting the goals and objectives of their IEPs. This will ensure that the focus will be on each student's progress, by all teachers who service special education students within the school. School based administrators, faculty, and staff of the school will review all special education student data to ensure that the ESE program is focused on student FAST data to evaluate the progress of the schools' special education students.

Additionally, the effectiveness of the ESE program will be monitored and evaluated by providing and requiring participation of the ESE teachers, and the general education teachers in professional development opportunities, that focus on writing successful IEPs, the use of research based instructional strategies for special education students, implementing accommodations in the general education classroom, and modeling how to analyze the effectiveness of student goals. This will assist each ESE teacher and any other staff member who assists in servicing special education students in understanding how to track the progress of their students.

Accountability

For accountability purposes, all students will participate in assessment procedures, including students with disabilities. Appropriate accommodations will be in place based on the individual needs of each student to afford an accurate assessment. Accountability for the learning of all students is the cornerstone of the School. The FAST and SSA assessments are used to measure the achievement of individual students on the Florida State Standards in science and the B.E.S.T. standards in English/Language Arts and Math. The Florida Alternate Assessment (FAA) is used to measure the progress of a student with significant disabilities working on the access points to the general state standards. The Algebra I end-of-course assessment will be used to measure achievement in Algebra I. The results from these statewide assessments are used to measure progress toward the goal of all students reaching proficiency in reading, writing, mathematics, and science as required by the Federal Elementary and Secondary Education Act (ESEA).

Students with disabilities are required to participate in state and district assessments for accountability purposes. The ESEA and the Individuals with Disabilities Act (IDEA) require that students with disabilities participate in the statewide testing program and be offered appropriate accommodations in instruction and assessments. All determinations regarding participation in the statewide assessment program and need for accommodations will be made by the IEP or Section 504 team, and will be documented in the students' IEP or Section 504 Plan.

K. Describe how the school will serve gifted and talented students.

A student is determined to be eligible for gifted service as defined by State Board of Education Rule 6A 6.03019, FAC, *Special Instructional Programs for Students Who Are Gifted*. This rule states that a gifted student is "one who has superior intellectual development and is capable of high performance." The minimum requirements for determining eligibility are:

- need for a special instructional program;
- evidence of characteristics of the gifted; and
- evaluation documenting intellectual development.

Referral, Evaluation, and Eligibility

Just as with students suspected of having a disability, any student may be referred as a potential candidate for gifted services. Following the completion of assessment and evaluation, a team will convene to review the evaluation result and determine the student's eligibility based on state criteria for eligibility for gifted. Once determined eligible for gifted services, a public school student is eligible to receive services through an educational plan (EP). If the student does not meet state criteria, he/she is determined ineligible for gifted services at the current time. PCCA will work closely with the District to ensure that any student suspected of being gifted is referred and evaluated within the District's established timelines.

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

We anticipate that specific administrative services in accordance with section 1002.33(20), F.S., and other aspects of the ESE program to be negotiated during the charter contract process will include roles and responsibilities for conducting evaluations of gifted students, determining eligibility, and developing EPs by appropriately constituted EP teams, including a representative of the district or designee (LEA representative).

In order to ensure students who may be gifted are properly identified, screening procedures will be implemented. Screening provides a measure to identify those students who might be referred for an individual evaluation. PCCA will actively search for referrals among typically underrepresented populations. All teachers and administrators will be provided professional development regarding gifted student behaviors indicative of general intellectual ability and specific aptitude areas in varied cultures to enable them to make better informed decisions regarding potential referrals. This includes an understanding that some students identified as gifted may also have learning, behavioral, or physical disabilities or be underachieving. To ensure appropriate identification of gifted students, screening procedures may include:

- review of school, district, or state assessments;
- review of grades over a period of two or three years;
- formal or informal observation of demonstrated performance;
- gifted characteristics/behaviors checklists;
- review of portfolio of student class work and/or achievements; and
- VPK assessment or school readiness screenings.

Student who exhibit two or more of the following will be referred to the PS/RtI team for consideration:

- high academic achievement, as indicated by standardized test scores at the 89th percentile or higher; FAST scores of Level 4 or 5, or other summative assessment as implemented;
- course work grades of A or B over a period of time;
- above average creative output in artistic, literary, scientific, or mathematics endeavors;
- very rapid learning rate or unusually insightful conclusions;
- parental reports of advanced developmental behavior, such as early reading, verbal precocity and use of complex syntax, or evidence of mechanical aptitude; or

- outstanding academic, creative, or leadership abilities reported by teachers, parents, the student, or peers.

The PS/RtI team will review all available information to determine of whether or not to refer the student for evaluation based on the supporting documentation and evidence of gifted characteristics. Procedures for referral and evaluation will be implemented in accordance with the charter contract.

Gifted Program and Services

In its document entitled *Florida's Plan for K-12 Gifted Education* (2010) (Gifted State Plan), FLDOE describes the attributes of an appropriate and high quality gifted program. One of the examples is the Parallel Curriculum Model supported by the National Association for Gifted Children (NAGC). The PCM is an integrated framework and set of procedures for designing rigorous and highly motivating curriculum that attends to important student differences. The following description is excerpted from the Gifted State Plan:

> As outlined in the Parallel Curriculum Model (PCM), the key to providing a qualitatively differentiated curriculum involves:
>
> - Opportunities to learn the core knowledge (enduring facts, concepts, principles, and skills) within a discipline.
> - Opportunities to learn about the numerous relationships and connections that exist across topics, disciplines, events, time, and cultures.
> - Opportunities to transfer and apply knowledge using the tools and methods of the scholar, researcher, and practitioner.
> - Opportunities for students to develop intrapersonal qualities and develop their affinities within and across disciplines.
>
> The PCM addresses "ascending intellectual demand" to meet the needs of learners as they become more advanced, providing tasks that call for a higher degree of complexity and understanding and products calling for evidence of increased understanding.

It is clear that this models adheres to and aligns directly with a classical liberal arts model based on the Core Knowledge Sequence such as that proposed by PCCA. The tenets of the PCM **are** those of Pineapple Cove Classical Academy at Brooksville.

The nature of a classical curriculum is rigorous and academically-challenging. The Core Knowledge curriculum, as well as other components of classical education described within this application, offers teachers ample opportunities to challenge those who need it and offer scaffolding techniques to work with those who need further assistance. A classical education is appropriate for any student and certainly for academically gifted students. It can provide the depth and challenge that gifted students crave. It guards against too narrow a focus too early on and helps gifted students become intellectually well rounded. It can give gifted students the confidence to get through the challenging middle years when many succumb either to peer pressure not to be smart, or to the under-challenging "Straight A" syndrome.

As with most curricula, modifications for moderately to highly gifted students have to do primarily with pace in the earlier years and depth in the later years. Clustering and ability grouping

in reading, mathematics, and Latin will be key to making sure that students are being instructed at the appropriate level. But it is also important to make sure that gifted students have the foundational knowledge and emotional maturity necessary to move on to higher level thinking. Gifted students often have an intuitive but not a conscious grasp of a concept and it is sometimes assumed that they either already know the rules, or have no need to know them. No one would ever suggest that a gifted musician with an "ear" for music be excused from learning the language, structure, and rules of music. Quite the opposite. It is understood that she could never achieve true musical literacy or become an accomplished performer, conductor, composer, or teacher without those very basic skills. So, should the natural-born speller be forced to copy pages of words she already knows how to spell? No, but she should be able to articulate the spelling rules and give examples. Should the gifted mathematician be tortured by having to show his work on a page full of problems he can do in his head in a minute? Of course not, but he should be able to show his work on select problems and explain to someone else how he arrived at his answers.

For students who have needs beyond those available through the general classical educational program that PCCA will provide, the service delivery models we propose to implement are cluster grouping or support facilitation, depending on the number of students and level of need. As described in the Gifted State Plan, cluster grouping is "an effective way to meet the needs of learners in situations where a small number of students need to be served and a full-time class is not warranted. In this case, a cluster of students with similar abilities are grouped together with a teacher who then designs learning activities and projects to meet their needs." The model described by FLDOE is as follows:

- Identified gifted students with strengths in the same content area(s) are placed as a group (typically three to six identified students with similar strengths) into an otherwise heterogeneous general classroom. If there are more than six students, more clusters could be formed based on their areas of strength.
- Classroom teacher has a gifted endorsement in addition to the required certification.
- The gifted-endorsed teacher clearly documents in lesson plans the curriculum modifications/differentiation for students who are gifted to address the EP goals.

In contrast, support facilitation involves a gifted endorsed teacher meeting with an individual student or group of students within a traditional classroom (not as a co-teacher). As described in the Gifted State Plan:

- The teacher of the gifted provides support for the gifted students' achievement in the general classroom.
- The gifted-endorsed teacher, general classroom teacher, and the gifted student (as appropriate) collaboratively plan the development of challenging assignments that substitute for or extend core curriculum objectives to meet the needs of the student.
- The teacher documents curriculum modifications through (a) separate lesson plans, (b) time log of collaborative planning, and (c) individual student contracts.
- The teacher of the gifted may provide support facilitation by working and moving among two or more classrooms working with teachers and students identified as gifted as needed.
- Frequency and intensity of support varies based upon students' and/or educators' need for assistance. Services may include revised lessons, independent research or related activities for gifted learners.

An effective gifted program will show that the students it serves have successfully met their goals and continuously build on current strengths. The School's gifted curriculum objectives are focused on developing cognitive, learning, research and reference, and metacognitive skills at each grade level, using principles of differentiation, in one or more of the following content areas: mathematics, science, language arts, social studies, foreign language, fine arts and vocational/technical education.

Section 7: English Language Learners

A. Describe how the school will meet the needs of English Language Learners as required by state and federal law, including the procedures that will be utilized for identifying such students, ensuring that they have equitable access to the school's programming and communicating with their families.

The mission of the School's ELL program is to successfully prepare and equip bilingual, bicultural, and bi-literate students to meet the needs of their global community. In order to promote literacy and proficiency, the ELL program is not only tailored to each student's English proficiency level, but it also complies with state and federal requirements by providing English language learners (ELL) with English language development instruction that is both age and grade appropriate. ELLs will be in a climate that promotes listening, speaking, reading, and writing skills. Students in the program will receive comprehensible instruction from appropriately certified/endorsed instructional staff, in accordance with the policies and procedures of the State of Florida and the district.

Enrollment Procedures

English language learners will be identified through the registration process via the Home Language Survey. Parents who respond affirmatively to any of the questions on the Survey signal, in essence, that their student is a potential ELL. The questions on the Home Language Survey are as follows:

1. Is a language other than English used in the home?
2. Did the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

The survey form is available from the District for schools to duplicate in English, Spanish, Haitian Creole, and French, Arabic, Russian, Hindi, and Chinese. Translation of documents is available to schools electronically through (http://www.vialanguage.com) in any language. School registrars and/or ESOL Contacts also arrange for language assistance, unless clearly not feasible.

All completed Home Language Surveys are collected, filed, and maintained in each individual student's cumulative folder at the school site. Data regarding the initial enrollment date, Home Language Survey date, and student membership information is collected on the regular student registration form, given to the person responsible for computer data entry at the school site, and entered into the District's Student database. These are the procedures followed for all students.

Student Placement Procedures

Demographic data, not limited to native language, country of birth, date entered the U.S. (on the registration form), is collected at the time of registration. Information is gathered regarding the extent and nature of the student's prior educational experience in his/her homeland, and student membership information. All information is collected on the regular student registration form. All data is entered at the school site, and entered into the District's Student Data Base. The documentation of the information gathered is filed in the student's cumulative folder. Transcripts from current or previous years and any available standardized test scores are consulted. To gather more information, and/or if previous transcripts and test scores are unavailable, the parents or guardians and the student are interviewed regarding the student's prior educational and social experience. Parents are asked questions regarding the number of years of schooling the student has had, what subjects he/she has studied, how well the student has done and whether the student can read his/her native language. Written recommendation and observation by current and previous instructional and supportive staff are also consulted when available and appropriate. Comprehensive parent/guardian/student interviews, teacher made tests, tests of academic abilities administered in the student's home language or other forms of informal assessment may be used in determining the appropriate grade level and class placements. In some cases, students enter secondary schools with no transcripts or with little prior schooling. These students can benefit from initial assessment procedures to determine mastery level in basic subject areas. Examples of assessment tools which may be used to determine the academic knowledge, aptitude and abilities of students include, but are not limited to:

- assessment in the home language;
- writing samples in the heritage or home language;
- teacher made tests and other formal or informal assessment;
- including a comprehensive parent/guardian and student interview

The student is then referred to the administrator responsible for ESOL for language screening. Parents are advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the ELL program. The student is then referred to a trained language assessor at the school, within twenty (20) days of registration. The school will follow the district's ELL plan for assessment instruments and ensure students are assessed in a timely manner. The ELL designee at the school will then be responsible for administering the required reading/writing assessments. If the assessment is delayed beyond the twenty-day period, the following documentation must be provided for each student:

1. Reason for the delay in assessing the student
2. Evidence that the student is being provided ELL accommodations until the assessment is complete
3. Timetable to complete the assessment
4. Notification of timetable to parent/guardian, preferably in their primary language
5. Assessment to be completed no later than eight weeks (40 school days) after initial enrollment

The Listening and Speaking Proficiency Assessment (IPT I Oral K-6 & IPT II Oral 7-12) will be given using publisher's cut scores; Metropolitan Achievement Test (MAT) and or the WIDA Access 2.0 to all students who score a level V on the OLPS-R and do not have FAST or equivalent reading test scores. The MAT and the WIDA Access 2.0 will be used to determine

language proficiency status and placement and/or as part of existing or placement procedures. Decisions regarding ELL programmatic assessment and academic placement are documented in the appropriate section of the student's Educational Plan folder within the first two weeks of school entry.

Any K-2 student who scores fluent English speaking in reading and writing will remain in the regular education program. Students in grades 3-5 who score non-English speaking or limited English speaking will also be assessed within the first two weeks of entry into the school. If the student scores fall between the non-English speaking and limited-English speaking range (IPT (1,2, 3) Ballard & Tighe) the student will receive ELL support services within the classroom.

Placement for ELL/LEP students will be "age appropriate" (elementary age grade grouping/middle school age groupings) and determined by the ELL Specialist. Along with the ELL Specialist, the testing coordinator is responsible for the school to participate in all statewide assessment programs including WIDA Access 2.0 testing.

For accurate placement, other appropriate tests or other assessments may be identified to aid in the correct academic placement of the student. The test or assessment may be identified by the ELL Contact in consultation with academic and ELL teachers, the district ELL Resource Teacher, and, if appropriate, exceptional education personnel. Students are then placed at the appropriate grade level and in the appropriate classes based on the programmatic assessment, not on the basis of their English proficiency. Documentation of the criteria used for placement of the ELL student is written on/or placed in the ELL Student Plan Folder.

B. Describe specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students, including those below, at, or above grade level.

In order to promote both literacy and proficiency, the program will provide ELLs with English language development instruction that is age and grade appropriate and is tailored to the student's English proficiency level. ELLs will be in a climate that promotes not only listening, speaking, reading, and writing skills, but also a cross cultural understanding during classroom instruction. ELLs will receive comprehensible instruction for the core curriculum so that they can make academic progress comparable to that of native English speakers.

The School offers ELLs instructional services through an English inclusion instructional delivery models. Mainstream/inclusion instruction provided to ELL students is equal in amount, sequence and scope to the instruction provided to the non-ELL students at the same grade levels, while also including specific accommodations and modifications to the curriculum as well as the benefit of an ESOL assistant teacher. Instruction will be provided by teachers who are appropriately certified and qualified to teach ELL students in accordance with state and local requirements. The ELL program provides for understandable instruction while the curriculum content in language arts and the basic subject areas, including social studies, science, mathematics and computer literacy remain the same as they are for fluent English speakers. Instruction is supported through the use of ELL instructional strategies, such as but not limited to:

- Provide a climate of warmth and caring which nurtures a sense of comfort
- Seat the student close to the front of the room
- Establish a daily routine in the classroom and prepare the students for any changes

- Use as many of the senses (seeing, hearing, touching, smelling and tasting) as possible to present information to students
- Provide ELLs guidelines for written work and homework assignments
- Provide alternative instruction whenever the class lessons are extremely difficult for the ELL student
- Arrange small discussion and talking activities that permit students to practice verbal skills
- Utilize oral techniques, such as cueing, modeling elicitation and chunking
- Utilize graphic organizers such as webbing and semantic maps
- Modify lesson objectives according to the language level of the ELL student
- Use manipulatives to help students visualize the math concepts
- Allow students to use computational aids such as number lines, abacus, counters and computation charts
- Teach math concepts and computation procedures through games and kinesthetic activities
- Give practice in reading word problems by identifying the key words to determine the operation needed to solve the problem
- Utilize the cooperative learning approach in which the student is given the opportunity for peer instructions

Instructional staff will be required to document accommodations and ESOL instructional strategies for each ELL within their classroom. Documentation must appear in the teacher planning or lesson plan book and will be monitored by the school administration. Instruction will be provided by teachers who are appropriately certified and qualified to teach ELL students in accordance with state and local requirements.

The ELL program will provide for understandable instruction while the curriculum content in language arts and the basic subject areas, including social studies, science, mathematics and computer literacy remain the same as they are for fluent English speakers. Instruction is supported through the use of ELL instructional strategies targeted at listening, speaking, reading, and writing; use of audio visual aids; multicultural resources; and instructional and assessment accommodations.

Given the classical liberal arts focus at PCCA Brooksville, implementation of effective literacy strategies will be paramount. Students will have extensive opportunities to practice oral language skills through class discussions and collaborative group activities (e.g., Socratic seminars and circles; Exeter math). Similarly, projects that include things such as panel discussions and/or debates require teams to research, develop, and articulate their viewpoints. Strategies such as these will help the students in developing the ability to organize information and draw conclusions.

General Assurances

The school is committed to assure the ELL Programs and Services will help ELL Students achieve the Florida standards. The School ELL curricula and instruction will be aligned with the B.E.S.T standards. Comprehensive instruction is provided for ELL students through bilingual assistance, the use of ELL strategies, and the use of supplementary materials. ELL strategies will be documented in the teacher's plan book. Students will be offered many opportunities to listen, speak, read and write. If the school has 15 or more ELL students speaking another language (per language group) other than English upon registration, the school will ensure that a linguistically

qualified teacher or paraprofessional will be staffed to assist ELL students in understanding content instruction.

Any ELL student who does not meet specific levels of performance in reading, writing, science and mathematics will be provided with a monitoring plan to assist the student in meeting state and district expectations for proficiency. An LEP folder will be generated for each ELL student enrolled in the ELL program. ELL students will be assessed both in language proficiency and academic achievement and participate in district and state assessments. An ELL committee will be formed and meet to resolve any issue that affects the instructional program of an ELL student. Parents will be invited to attend the ELL meeting. All efforts will be made to inform and orient parents through the use of materials translated into their home language. The School will not deny English Language Learner students access to any curriculum being offered to non-ELL students nor will any grading policy in the school be based solely on language proficiency for ELL students.

We will commit significant time in pre-planning and during professional development during the school year to provide mandated in-service for teachers, administrators, and guidance counselor. The school administrator will seek teachers with ESOL endorsements and facilitate the required endorsement in-service hours for those who are in need of it.

C. Provide plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

As described in previous sections of this application, PCCA at Brooksville is designed to take a student where he or she is upon entering and provide the tools necessary to prepare the student for productive and meaningful lives of scholarship, citizenship, and leadership. The MTSS framework implemented by the school is calculated to ensure that all students with academic or behavioral needs, whatever their basis, are provided research-based instruction and interventions of appropriate intensity and frequency to meet their needs. "All students" includes students who enter the school below grade level as a result of inadequate prior educational opportunities, disabilities, limited English proficiency, or any number of other reasons. ELL students will receive instruction which is comprehensible; equal; and comparable in amount, scope, sequence, and quality to the instruction provided to English proficient students.
We will use the MTSS framework model which consists of weekly progress monitoring for determining whether students are at risk and require additional instructional and/or behavioral supports. Our small school size will allow for much more differentiated instruction for all students. Strategies that will be used to support students with limited English proficiency include:

- Providing opportunities for authentic English communication, such as encouraging conversations, role-playing, questioning, and other opportunities to send and receive oral messages.
- Using technology effectively to engage ELL's motivation, developing writing and editing skills, and tapping into the collaborative potential of class websites and blogs.
- Presenting ELLs with challenging curricular content that involves authentic reading and writing experiences linked to their cultures while providing textual choices as well as meaningful content.
- Setting high expectations and focusing on achievement rather than language proficiency; placement in challenging classes with quality instruction enables students to learn more.

- Encouraging teachers to recognize and appreciate socio-cultural factors by demonstrating awareness of students' backgrounds and their prior literacy experiences.
- Training teachers to understand the challenges and benefits many ELLs experience when learning a second language, such as:
- understanding implicit cultural knowledge and norms;
- developing metalinguistic awareness;
- learning to code switch and translate;
- dealing with political, cultural, and social dimensions of language status issues; and
- negotiating disparities between home/community and school literacy practices.

A primary goal of PCCA at Brooksville's educational program is to ensure that our English language learners not only learn English and the content of each particular subject, but to do so optimally. Scaffolding is just one of the strategies integrated into our classical education model for all students that also has been proven to be effective with ELLs. Scaffolding techniques in which our teachers will be trained and that will be used routinely include bridging, contextualization, schema-building, text re-presentation, and metacognitive development. Effective instruction for ELL students requires teachers to (1) continuously assess students, (2) adjust the scaffolding to match their strengths and needs, and (3) pay attention to their language development and cultural backgrounds in order to (4) ensure that they become autonomous and successful learners.

Post-program reviews also will be completed for former ELLs at the end of each grading periods by the MTSS leadership to ensure they are performing adequately. District forms and procedures will be implemented as required. The LEP Post-Program Review Student Profile will be completed to document the team's review of data such as the student's overall GPA; conduct and effort grades; negative report card comments, if any; absences; and any behavioral or academic referrals. Reviewing these documents over time to determine if adequate progress is being made. Other information such as standardized test scores, teacher observations, counselor referrals, and parent requests may also be used to assist the team in determining if additional action is warranted. If so, the ELL Committee will convene to review all pertinent data and recommend an educational plan. This may include referral to the PS/RtI team and development of a progress monitoring plan.

Middle and high school ELL students will be offered the opportunity to take Latin as a foreign language should their IPT/WIDA scores support placement into Latin and a chance of reasonable success with appropriate supports. Should the ELL committee determine based on data that the student is not ready for Latin, a different elective may be offered until the student's language acquisition supports readiness for Latin.

ELL Student Plan

Each eligible ELLs plan will be updated annually to ensure it meets the student's needs and reflects the current services being provided. The Student ELL Plan identifies the student's name, instruction by program (including programs other than ESOL provided), amount of instructional time or schedule, date of ELL identification, assessment data used to classify or reclassify the student as an ELL, date of exit and assessment data used to exit the student as English proficient. District forms will be used to document the plan, and all participant, content, and documentation requirements will be followed. The plan will be completed and signed by the ESOL teacher and retained in the student's file.

Notice to Parents

A Notice to Parents/Guardians of English Language Learner (ELL) Students will be provided to parents annually (first upon enrollment and then at the start of each subsequent school year), whenever an ESOL programmatic or level change occurs, and whenever a student is exited from the program. The notice will be completed and signed by the principal and retained in the student's file.

ELL Committee Meetings

PCCA Brooksville's ELL committee will comprise the principal (or assistant principal, once enrollment warrants an AP position); the guidance counselor (beginning in year 2); the ESOL coordinator/teacher; at least one general education teacher of the student; the parent; and, the student. An ELL committee may convene for a variety of reasons, including but not limited to the following:

- Review instructional programs and lack of progress
- Address parental/teacher concerns
- Review instructional program of a former ELL (LF)
- Reclassification of a former ELL
- Review academic progress for extension of ESOL services
- Review all available data when exiting a student from the ESOL program
- Request evaluations and/or support when needed

Parents will be invited and encouraged to attend ELL committee meetings, and documentation of efforts to obtain their participation will be retained in the student's file. The ELL committee will review available student data (e.g., ACCESS for ELLS results; FAST results; progress monitoring and benchmark assessment results; school grades) to inform decisions regarding the student's ESOL eligibility and services and supports to be provided. Minutes of each meeting will be maintained in the student's file as part of the ELL Student Plan, and will include the rationale for any decisions that are made.

Documentation

As part of each ELL student's cumulative file, we will maintain an ESOL Program Records Folder. This folder will be used to organize and retain originals and/or copies, as applicable, of the following:

- Home language survey
- Initial and annual ELL student plans (LEP Plans)
- Copy of initial and all annual letters of participation
- ELL committee notification(s)
- Copies of ELL committee meetings with attached minutes
- Evidence of all assessments
- Copy of schedule of services
- Programmatic assessments (at initial entry)

Exiting the ESOL Program

In order for a student K- 2 grade to exit the ELL program a student must obtain a WIDA

ACCESS 2.0 Scale Score at proficiency level in the areas of listening and speaking, as determined by the ELL Specialist and will notify the parents of the decision to exit based on assessment (I.e., WIDA ACCESS 2.0).

In order for a student 3-8 grade student to exit the program an FAST Reading Level 3 or WIDA ACCESS 2.0 Scale Score at proficiency level in the areas of listening/speaking and writing. The ELL Specialist and will notify the parents of the decision to exit based on assessment (i.e., FAST, WIDA ACCESS 2.0).

Students in high school are determined English proficient and eligible for exit from the ESOL program based on the following standards:

Grade 9

Criteria used: FAST English/Language Arts, as well as ACCESS Listening/Speaking, Writing, and Reading

- Student must achieve scores at or above the proficient level on ACCESS listening and speaking;
- Student must achieve scores at or above proficient level on ACCESS writing;
- Student must achieve scores at or above the proficient level on ACCESS reading; and
- Student must score at achievement level three (3) or greater in FAST reading

Grades 10-12

- A passing score on the grade 10 FAST ELA or an equivalent concordant score as well as a score corresponding to a proficient level on ACCESS listening/speaking, reading and writing are required for a student to exit the program.

The same criteria used to exit an ELL student without a disability from ESOL will be used for an ELL student with a disability. However, if the student has been in the ESOL Program for eight semesters, his/her progress shall be reviewed by the IEP team through an interim or annual IEP team meeting. The IEP team shall review the student's performance on the ACCESS and use other assessment data as needed to consider exiting the student from the ESOL Program, provided that the student has achieved a minimum score at the proficient level on the grade cluster scale scores of the oral section (listening and speaking) of the ACCESS and a minimum score at the high intermediate level on the grade cluster scale scores of the reading and writing sections of the ACCESS. The decision to exit the student from the ESOL Program will be documented on the student's IEP. If the ELL SWD is to remain in the ESOL Program then on an annual basis progress will be reviewed to determine the need for continued participation in the ESOL Program.

Once a student is exited from the program, the student will be closely monitored for two years following the exit decision. This monitoring will include reviewing the student's academic and assessment data periodically to ensure the student is not falling behind the progress being made by his or her peers. The Principal will designate the individual responsible for this monitoring (e.g., student's current English/language arts instructor, PCCA Brooksville's ESOL coordinator, MTSS leadership team) who will document such reviews in the student's cumulative folder as well as on the district's student information system. Throughout the process of establishing and opening the school, and then ongoing as it grows and expands, we will continue to seek guidance and technical assistance from the district in matters pertaining to ELLs as well as other special populations.

D. Describe the staffing plan for the school's English Language Learner program, including the number of and proposed qualifications of staff.

In compliance with Florida State law, META requirements, and the META Consent Decree, the School's teachers are required to participate in training when they have an English language learner (ELL) assigned to their class. The School will provide adequate staffing of certified ELL teachers based on the student population. We intend to assign an ELL Specialist during our first year to guarantee that our ELL students are receiving proper instruction in their individual classrooms. Within the classroom, the ELL Specialist may provide support to the classroom teacher in the areas of scaffolding, which is providing instruction to aid in student comprehension of content and objectives. This includes strategies such as adjusting speech or providing appropriate background information and experiences to assist the students to grasp the content. Outside of the classroom, the ESOL Specialist is responsible for ELL evaluation, placement, the creation and maintenance of the ELL plan, and accommodations for students.

Teachers will adhere to the following state requirements:

Category I Teachers
Reading K-12, Elementary K-5, English/Language Arts 6-12 and ESE self-contained

- Certification in another subject appropriate to the teaching assignment
- Complete 300 in-service points, or 15 semester hours of college credit through the courses listed below:
- Methods of Teaching ESOL
- ESOL Curriculum and Materials Development
- Cross-Cultural Communication and Understanding
- Testing and Evaluation of ESOL
- Applied Linguistics
- Experienced Teachers have 6 years for completion of ESOL Endorsement
- Beginning Teachers have 6 years for completion of ESOL Endorsement

Category II Teachers
Basic Subject Areas: Math, Science, Social Studies, Computer Literacy

- Hold certification in a subject appropriate to the teaching assignment
- Complete 60 in-service points or a 3-semester hour college credit ESOL Strategies course
- Experienced Teachers have one year to complete
- Beginning Teachers have two years to complete

Category III Teachers
Other Subject Areas: Media, PE, Art, Music, etc.

- Hold certification in a subject appropriate to the teaching assignment
- Complete 18 in-service points or a 3-semester hour college credit ESOL Strategies course
- Experienced Teachers have one year to complete

- Beginning Teachers have two years to complete

Category IV
Administrators

- 3 semester credit hours or 60 in-service points

Beginning School Administrators and Student Services Coordinator have three calendar years to complete from the date of hire. The School Based Administrators will utilize a spreadsheet to keep track of all certification and professional development, in order to ensure that teachers are taking the necessary courses to become ESOL endorsed.

Section 8: School Culture and Discipline

A. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

Our goal at PCCA Brooksville is to create a safe, respectful, and responsible environment where learning takes place. Our students will be expected to be well-behaved at all times, to respect themselves, others, and property. PCCA Brooksville's philosophy toward discipline is that discipline policies and procedures should provide guidance and direction of acceptable behavior in order to develop a child's own sense of self-discipline.

The goals of discipline at PCCA Brooksville will be:

- To maintain a highly effective learning environment where students focus on gaining knowledge with as minimal distraction as possible.
- To utilize the need for discipline as a rich opportunity for students to learn about themselves and others, and to provide students with actual Character Education and lessons.
- To reinforce PCCA Brooksville's commitment to treating all students with fairness, respect, and equality.

We expect all students to abide by the rules and regulations of the school and to adhere to the philosophies of the school. We believe that having qualified teachers in the classroom and implementing appropriate classroom management practices will decrease the amount of disciplinary problems that arise. Students will wear uniforms.

The School will function on the belief that a safe and orderly school is of primary importance in order to create an enjoyable environment for both students and teachers. When children behave in a respectful, responsible and safe manner, they learn more and develop into children whose character counts. With the children's best interests in mind, it is imperative that parents and staff work together to ensure a happy, safe and productive learning experience. The School expects parents to take an active role in supporting this plan in order for children to learn to be responsible citizens.

We see "discipline" as the set of habits, routines and beliefs that our students must develop in order to do great work and be successful. We feel that a student who demonstrates a commitment to doing his/her best work, to being responsible for one's actions and to working through assignments, has discipline. The achievement of discipline is an important part of our students

taking ownership of their learning.

In addition to cultivating discipline, our teachers will practice strong classroom management—the administration of consequences and rewards in order to ensure a safe and highly productive learning environment. We see both discipline (as defined here) and management as working together to create a successful learning environment at our school. In keeping with our educational philosophy, our teaching of discipline and our practice of classroom management will:

- hold all students to high expectations;
- allow for deliberate practice toward improving behavior;
- encourage students to connect goals to larger goals around doing important work; and
- ask students to reflect on their own conduct and chart their own growth in this area.

When students struggle with adhering to classroom rules, teachers will apply logical and appropriate consequences. For typical "small" distractions, our teachers will apply techniques that minimize classroom disruption (i.e. hand signals or physical proximity). Using role-plays, teachers will practice these techniques, as outlined in Fred Jones' *Tools for Teaching* or Doug Lemov's *Teach like a Champion*, prior to the start of school.

For other minor, but more disruptive or persistent offenses, teachers will apply an array of logical consequences, delivered with empathy and within the context of the infraction. Teacher responses to major offenses necessitating the immediate removal of a student from a classroom will follow a clear protocol of communication whereby the teacher will contact administration. An administrator will escort the student from the classroom, contact the student's family and ensure that appropriate consequences are applied in addition to ensuring that the incident is documented.

We will ensure that students with special needs who require additional behavioral support are given this support proactively and in accordance with both IDEA and state law. Just as we would not require a student with severe dyslexia to be able to decode text in order to access the social studies curriculum, we will not require students with behavioral disabilities to be "cured" of their disability in order to receive an adequate education. Identifying and supporting the individual behavioral needs of all of our students, rather than applying a "one-size-fits-all" policy, will both improve our academic outcomes and promote the kind of complex problem-solving that will prepare our students to be leaders in a diverse democracy. Children understand that individual peers have different needs and that fair discipline does not always mean uniformity.

B. State whether the applicant intends to use the local school district's code of conduct policy. If the applicant does not intend to use the local school district's code of conduct policy, describe in detail the school's approach to student discipline. If already developed, provide the proposed discipline policy or student code of conduct as Attachment G. Taken together, the narrative and code of conduct (if provided) should:
    - Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;
    - List and define the offenses for which students must (non-discretionary) and may (discretionary) be suspended or recommended to the local school district for expulsion;
    - Describe the roles of administrators, teachers, staff, and the governing board regarding the discipline policy;
    - Provide an explanation of how the school will take into account the rights

of students with disabilities in disciplinary actions and proceedings;
- Describe procedures for due process when a student is suspended or recommended to the local school district for expulsion as a result of a violation, including a description of the appeals process that the school will employ for students facing recommended expulsion and a plan for providing services to students who are out of school for more than ten days; and
- Explain the process for informing students and parents about their rights and responsibilities under the code of conduct.

Please see Attachment G for our school's Student and Family Handbook, which includes our school discipline policy. Globally, PCCA Brooksville follows the Hernando County School District's Student Code of Conduct for definition of offenses indicating suspension or expulsion, due process procedures, manifestation determination hearings, and student rights and responsibilities. We have included additional language regarding revocation of a student's seat at PCCA Brooksville for egregious violations of the Student Code of Conduct as permitted by statute and the model charter contract.

Section 9: Supplemental Programming

A. Describe any extra- and co-curricular activities or programming the school will offer, if applicable; how often they will occur; and how they will be funded.

The founders of PCCA at Brooksville believe that extra-curricular activities should support the academic mission of our school. Our existing campuses offer numerous after school activities that meet weekly including:

- Art club
- Music clubs (strings, chorus, and world drumming)
- Chess club
- LEGO Robotics League
- National Honor Society
- Engineering Club
- Latin club
- Volleyball, Cross County, Track & Field, Soccer, Flag Football, and Basketball

We intend to offer a similar number of type of activities at PCCA at Brooksville. Most of these clubs are free or funded by a minimal parent-paid fee and supported additionally by the school.

I. ORGANIZATIONAL PLAN

Section 10: Governance

A. Describe the school's existing or planned legal status, including non-profit status and federal tax- exempt status.

Pineapple Cove Classical Academy at Brooksville will operate under the guidelines of the Florida Department of State as a 501(c) (3) Not for Profit Organization, the application for which is in process.

B. Provide the following documents, if available, as attachments:
   - The articles of incorporation for the applicant organization (or copies of the filing form) – Attachment H
   - 501(c)(3) tax exempt status determination letter (or copy of the filing form) – Attachment I
   - Governing board by-laws – Attachment J
   - Governing board code of ethics and conflict of interest policy – Attachment K

C. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board; committee structure (if applicable); and how the board will interact with the principal/head of school and any advisory bodies.

The Governing Board of PCCA at Brooksville is the ultimate policy-making body that determines the academic direction, curriculum, and operation of the School. The School principal, hired by the Board, will be responsible for all aspects of School operations within the scope of operating and academic policy and budgetary approval by the Board. The principal reports directly to the Governing Board. As the instructional and administrative leader, the principal is accountable to the Board for the successful academic operations of the School. The School's faculty and staff will report directly to the principal, who will report to the Governing Board. After the assistant principal (AP) position is filled, lines of communication will include faculty and staff communicating directly to the AP; however, the principal will remain the designated authority. The Principal will be the authority for academic and pedagogical decisions and making recommendations for these areas to the Board.

The School's administrative team will ensure that the operations of the School are in accordance with the mission and vision of the School. The administrative staff, as instructional leaders, will make all School-based decisions, establishing and implementing procedures for the day-to-day operations of the School. The instructional and support staff will be responsible for carrying out these procedures in their daily activities and interactions with students, parents, and the community.

The Principal reports to the Governing Board at regular meetings about the school's operations and will provide financial and budgetary updates and advise the Board to other business matters as appropriate. The Principal will serve as liaison between PCCA at Brooksville and the District in conjunction with the Director of School Operations. The Principal and

Director of School Operations shall present his/her recommendations to the Governing Board on any subject under consideration prior to action taken on the subject, if requested. The Principal and Director of School Operations will be required to attend all Governing Board meetings.

PCCA at Brooksville's Governing Board will play an essential role in the school's success through its initial leadership and ongoing oversight of the school's operations. The Board will be accountable for the governance of all aspects of the school and each director will fully recognize and accept his or her responsibility for the academic performance of our students and the sustainability of the school. The Board shall be guided by a set of by-laws that define how the Board will operate and oversee all aspects of School activities and otherwise be fully responsible and accountable for the governance of the school. The Board will act to ensure compliance with Florida's Charter School Law, the Sponsor's written policies, and the terms of the Charter entered into between the Board and the Sponsor. Note: See Appendix K for complete PCCA at Brooksville Governing Board Bylaws.

Board Powers and Duties

The PCCA at Brooksville Governing Board will focus on governance, financial practices and policy. As such, the Board has a fiduciary responsibility to provide oversight of the School's expenditure of both public and private funds. This responsibility includes Board oversight of the Charter's procurement practices; monitoring business and financial policies; and providing guidelines to ensure sound financial management practices are followed.

PCCA at Brooksville's Governing Board shall operate and oversee all aspects of School activities and otherwise be fully responsible for the governance of and accountable for the School. Duties and responsibilities of the Board shall include:

- Approval of all policies and procedures used at the School (procurement authority, non-discriminatory hiring and retention, enrollment, etc.)
- Financial review and fiduciary oversight
- Annually adopt and maintain an operating budget
- Adherence to Florida Government in the Sunshine laws
- Approval of personnel recommendations from the Principal
- Review of student discipline procedures and appeals
- Negotiations and execution of all contracts
- Ensure compliance of operations in accordance with Florida laws, Department of Education regulations, Charter, and terms of District Contract
- Provide required reports to the Hernando County School District Office of School Choice.
- Exercise continuing oversight over charter school operations

In accordance with section 1002.33(9)(j), F.S., the governing body of the charter school also shall be responsible for:

- Ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, who shall submit the report to the governing body
- Reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan

- Monitoring a corrective action plan or financial recovery plan, if required, in order to ensure compliance
- Participating in governance training approved by the department which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility

Additionally, pursuant to section 1002.33(7)(d)1., F.S., the Board will appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative will reside in the school district in which the charter school is located and will be a governing board member, charter school employee, or individual contracted to represent the governing board. The representative's contact information will be provided annually in writing to parents and posted prominently on the charter school's website.

The School's Governing Board is fully accountable to the community and to the District's School Board. The Board is also responsible for communicating decisions to and seeking input from the community. The roles and responsibilities of the Board's officers include but are not limited to the following:

President of the Board

- Preside at all meetings at which he/she is present.
- Appoint committees with approval of the Governing Board
- Sign and execute, in the name of the school, all instruments authorized by the Board, except in cases in which the signing and execution thereof shall have been expressly delegated to another officer, board member or agent of the school;
- Assign duties, responsibilities to others on the Board and outside the Board as appropriate
- Ensure that Governing Board members uphold their commitments and responsibilities to the school.

Vice President of the Board

- Perform the duties of the President in the absence of the President or at the request of the President.
- In the event a vacancy occurs in the presidency, the Vice-President will act in the capacity of the President until the office has been filled by a vote of the Board membership.
- Perform other duties as may be assigned by the Board of the Chairperson.

Secretary of the Board

- Keep the minutes of the Governing Board meetings, subject to the direction of the President.
- Assure that all notices are given in accordance with the provisions of the Charter, Governing Board policies, and as required by law.
- Countersign, when required, all authorized bonds, contracts, deeds, leases, or other legal instruments
- In general, perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to the Secretary by the Governing Board.

Treasurer of the Board

- Have charge of and be responsible for all funds, securities, receipt and disbursement of the school, and shall deposit in such banks, trust companies from time to time, as selected by the Board.
- Render to the Chairperson and to the Board, prior to its regular meeting and/or whenever requested, an account of the financial condition of the school including monthly financial reports as required by the District School Board.
- Perform all the duties incident to the office of the Treasurer of a School; and such other duties as may be assigned by the Board or Chairperson.

D. State the frequency of board meetings and describe how the board will comply with open meetings and records laws.

The Governing Board shall meet at least quarterly to discuss school operations; to hear reports and updates from board members, committees and teachers; to consider and to adopt or change policy; to consider requests and concerns from parents, students, teachers, administrators; and to address any other business the board deems appropriate.
Regular board meetings will be held on the third Thursday of the scheduled month at the school facility. A quorum will be required before the board can take any action. Upon the determination of a quorum, any actions taken by the board will require a majority vote of those board members present. Each meeting of the board shall be considered a different session from any other meeting; thus motions or questions from one session or meeting can be renewed in another meeting, in accordance with the applicable section of Roberts Rules of Order (Renewal of Motions). Workshop meetings may be called by any one board member, and may be convened at any time between regularly scheduled board meetings. Meetings of the Charter School Board of Directors shall be open to the media and public and comply with 286.011, F.S., unless confidentiality is required by law.

A proposed agenda for all board meetings may be posted, if possible, along with the required 48-hour notice of the meeting. The parent or legal guardian of any child enrolled in the school, a teacher, or any member of the public with an issue for board consideration may add an item to the agenda or ask to be included in the meeting agenda by submitting a written and signed request to any board member by 12:00 noon on the date of the scheduled meeting. Parents will be provided with written notice regarding the process for attending and bringing forward matters to the attention of the board. A procedure for selection of meeting schedule is clearly written in the Applicant's Bylaws. The Applicant will vote upon and post their meeting schedule for the opening school year, and annually thereafter, in accordance with chapter 119 of the Florida Statutes, relating to public records, and public meetings.

E. Describe the current and desired size and composition of the governing board. Identify key skills, areas of expertise, and constituencies that are or will be represented on the governing board.

The Board will consist of between three and seven professionals with skills representing industries whose expertise will benefit the school. Those in the financial sectors, local business, education, insurance, and non-profit management will be sought for Board positions. We seek a diverse and experienced Board who can serve to advise and govern the school effectively for academic, financial, and operational success.

F. Describe how board members have been and will be selected including term limits and selection of officers.

The Board will consist of no fewer than three and no more than seven members. The method for selecting members of the Governing Board is designed to place those persons on the Board who are qualified in terms of training, education, and experience, and who are also those persons having utmost credibility and respect. The members of the Board shall reflect the diversity of the community and be qualified in terms of training, education, and experience. Board members will be recruited as a seat becomes available. Directors shall be elected at a duly organized meeting of the Governing Board. Notice of the Governing Board's intentions to elect any such Director shall be included in the agenda for that meeting and publicly announced in accordance with Sunshine Law requirements.

Any Board member may be removed, with or without cause, by a vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are posted in compliance with Sunshine laws.

Initial board members will be selected by the Founding Board and shall serve staggered terms as assigned by the Board. The terms of each Board Member shall be staggered to facilitate continuity on the Board. A member shall be elected for no more than five years, and may be re-elected for up to three consecutive terms.

Officer positions shall be elected by a majority vote of the Board members for the term of five years. Terms for the offices of Chairman and Secretary shall commence in alternating years from terms for the offices of Vice Chairman and Treasurer in order to facilitate this staggering of office terms, whenever possible.

G. Explain how this structure and composition will ensure that the school will be an academic, operational, and financial success.

By ensuring a Board in place that represents talented professionals from diverse business, educational, and financial backgrounds, PCCA Brooksville will benefit from a wide variety of viewpoints and experience. The structure of our Board provides an organized presence with a clear reporting structure. Hiring a talented faculty and administrative staff will ensure academic success; hiring an experience and involved Board will help to ensure operations run smoothly and finances are in order.

H. Complete the table below (add lines as necessary) and for each individual identified here provide 1) a completed and signed Board Member Information Sheet (template provided), and 2) resume

Name	Current or Prospective Governing Board Member?	Role on Board (e.g. Member, President, etc.)	Submission Requirements
Michael Contreras	Current	Member	__x_ Information Sheet __x__Resume
Norda Gordon	Current	Member	__X__ Information Sheet __X_ Resume
Angela Harrigan	Current	Secretary	__X__ Information Sheet __X__ Resume

Dr. Mark Cioffi	Current	President	__X__ Information Sheet __X__ Resume

I. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development to increase the capacity of the board.

Recruitment

The recruitment and selection process for Board members will ensure that the school is governed by an effective cadre of professionals who will act in the best interest of the school. The initial Board will be developed by reaching out to business and community leaders within the area who wish to see a highly successful classical liberal arts public charter school located within their community. The Board will post vacant board seats on the School website and work with members of the School community and other stakeholder to recruit interested and qualified applicants. The Board will comprise a diverse group of individuals who bring different perspectives but equal passions to PCCA Brooksville.

Current members of the Governing Board will meet with potential members and share the vision of PCCA, gauging their interest in assisting as a member of the Governing Board. If they are interested and enthusiastic about the project, we will ask them to complete an application. Applicants will be invited for an interview with the Board, whose members will examine their qualifications, experience, skills, motivation, demeanor, and availability to serve effectively as an active Board participant.

References will be checked, and once cleared, the individual will either be recommended for appointment (if an open position is available) or for nomination during the next election period (in the event that the maximum number of Board positions is currently filled). All applicants will be given the opportunity to speak at the next scheduled Board meeting and to receive written notification of the Board's final decision. Once selected, members will undergo fingerprinting and background screening within 30 days of the nomination.

Development

All new members will participate in an orientation process at which time they will be familiarized with all board procedures and duties and receive a copy of the Corporation's Articles of Incorporation, By-Laws, Florida Charter School Statutes, the Annual Adopted Budget, the staff and student handbooks, and the most recent financial statement. They will also be familiarized with the academic progress, climate and mission of the school.

All members of the governing board shall participate annually in governance training on or before August 1 of each calendar year. The training shall be delivered consistent with a training plan that has been submitted and approved by the FLDOE. The type of training depends on the board members' experience and whether they have already participated in an initial four-hour training course. At a minimum, all Board members will receive approved training in: government in the sunshine; conflicts of interest; ethics; and financial responsibility.

The PCCA Brooksville Board will utilize the state-approved governance training courses provided by the Florida Consortium of Public Charter Schools to meet this mandate. The four-hour initial Governance Board Training Course will be used for new Board members and the two-hour "Refresher" Governance Board Training Course will be used for members who have served continuously on the Board. However, any

returning member who chooses to participate in the longer sessions is invited to do so.

J. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest.

As a nonprofit, tax-exempt organization authorized to operate charter schools, the operations of the Applicant can also be viewed as a public trust, which is subject to scrutiny by and accountable to the public. Consequently, a fiduciary duty exists between the Board, officers, management employees, and the public, which carries with it a duty of loyalty and fidelity. The Board, officers, and management employees have the responsibility of administering the affairs of the corporation honestly and prudently. Those persons shall exercise the utmost good faith in all transactions involved in their duties, and they shall not improperly use their positions with, or knowledge gained from the organization for their personal benefit.

As required for the granting of 501 c (3) Tax Exempt Status by the Internal Revenue Service, the Governing Board will adopt a conflict of interest policy. Where applicable, the Conflict of Interest Policy will also govern specific actions of the school management and its employees.

All Board members will submit annual financial disclosures, consistent with Chapter 112 of the Florida Statute. These disclosures will be filed with the district within thirty (30) days of a member being appointed to the Board. Disclosures will also be made (if applicable) with respect to the employment of relatives.

Board members will be responsible for avoiding any behavior or action that would result in a conflict of interest between their responsibility as a Board member and their personal or professional interests. Each Board member will complete a Conflict of Interest Affidavit indicating awareness of and adherence to the Board's Conflict of Interest policy.

Pursuant to section 1002.33(24)(b) F.S., Pineapple Cove Classical Academy at Brooksville will not appoint, employ, promote, advance, or advocate for appointment, employment, promotion, or advancement in or to a position in the charter school which they are serving or over which the personnel exercises jurisdiction or control any individual who is a relative, however the approval of budgets does not constitute "jurisdiction or control" for purposes of this requirement. Finally, governing board members are prohibited from voting on any matter that would benefit any relative, business associate, or entity for whom that individual has been retained. In addition to recusing him or herself from any such vote, the board member will publicly disclose the interest prior to the vote being taken and must provide a written memorandum within fifteen days after the vote explaining the nature of interest which must be included in the governing board meeting minutes.

K. Describe, if applicable, any school advisory bodies or councils that are in place or will be formed, including the roles and duties of each and the reporting structure of such entity relative to the school's governing board and leadership.

The Governing Board will serve as the School Advisory Council (SAC).

L. Briefly explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. This includes the process for developing procedures for complaint resolution of parental concerns involving student welfare, including the student welfare provisions described in section

1001.42(8)(c)1.-6., F.S. The entire process or policy does not have to be developed; however, applicants should be able to articulate the primary steps.

PCCA Brooksville is committed to working closely with parents, the District, and all parties involved in the operation of our charter. Through regular communication with parents, we hope to create positive relationships built upon mutual respect and a desire to seek the best for all our students. However, when disputes arise we will seek to resolve the situation that creates an amicable resolution. That being said, we want to have a clear structure for resolving these disputes and conflicts as quickly as possible. We will strive to resolve disputes between the school and a parent as expeditiously as possible and in a manner that pleases both parties.

Parents will be informed via the Student-Parent Handbook of the steps that should be taken in case a conflict should arise. Written communication will be made available to each parent at the beginning of the school year, which delineates the steps to be taken for resolving disputes and provides contact information for each staff member and the Governing Board representative appointed in accordance with section 1002.33(7)(d)1., F.S. Parents are encouraged to address their concerns in the following manner:

1. Make an appointment to clarify the concern with the student's teacher or other staff member with whom the parent is in dispute. The Principal or Assistant Principal may be present at any meeting between parties should either party request it.
2. If the staff member is not able to resolve the dispute to the mutual satisfaction of both parties, the parent may make an appointment to address the concern with the Assistant Principal.
3. If the Assistant Principal is not able to resolve the dispute to the mutual satisfaction of both parties, the parent may make an appointment to address the concern with the Principal.
4. If the Principal is not able to resolve the dispute to the mutual satisfaction of both parties, the parent is directed to contact the Board representative. The Board Liaison will bring the concern to the Governing Board. Issues brought to the attention of the board are resolved typically by allowing ample time for investigation and full understanding of the issues by all board members. However, emergency issues, or issues of great importance to the school's operation may be resolved more expeditiously at the discretion of the board.
5. The Governing Board will discuss the facts and make a decision in response to the parent's dispute. The decision of the Board will be final.

If the school is filing the application in conjunction with a college, university, museum, educational institution, another non-profit organization or any other partner, provide the following information:

M. Name of the partner organization.
Hillsdale College K-12 Education Office

N. Name of the contact person at the partner organization and that person's full contact information.
Dr. Kathleen O'Toole
Assistant Provost for K-12 Education, Hillsdale College
33 East College Street

Hillsdale, MI 49242
Phone: (517) 437-7341
Fax: (517) 437-3923
Email: kotoole@hillsdale.edu

O. A description of the nature and purpose of the school's partnership with the organization.

The nature of the partnership between the Hillsdale K-12 and PCCA Brooksville is the common desire to provide children a classical education consistent with the principles upon which America was founded, including the virtues of citizenship and civic responsibility. The Governing Board is actively cooperating with Hillsdale College K-12 by attending the Initiative's conferences and consulting with Dr. O'Toole and her team.

The purpose of PCCA Brooksville's partnership with the Hillsdale K-12 is to work together to return to our nation's original faithfulness to the previous 24 centuries of teaching the liberal arts in the West; and just as our nation's founders were compelled to provide for effective public schools, so are PCCA Brooksville and the Hillsdale K-12. To this end, Hillsdale K-12 will help guide PCCA Brooksville through the conceptual elements that foster successful classical education to begin redeeming American public education. This partnership will involve working together to complete the charter application approval process, develop a rigorously classical core-knowledge curriculum, recruit a competent staff, identify a facility, draft a budget, counsel the Governing Board, and provide other relevant tutelage that PCCA Brooksville may require, including the initial professional development required to train the founding faculty.

P. An explanation of how the partner organization will be involved in the governance of the school.

The Hillsdale K-12 department's involvement in the governance of the school will be limited to counseling the Founding Board and eventual Governing Board on issues related to staying true to PCCA Brooksville's mission.

Section 11: Management and Staffing

A. Submit as Attachment M organization charts that show the school governance, management, and staffing structure in
    - The pre-operational year;
    - The first year of school operations;
    - At the end of the charter term; and

- When the school reaches full capacity, if in a year beyond the first charter term.

Each organization chart should clearly delineate the roles and responsibilities of and lines of authority and reporting ESSAng the governing board, staff, and any related bodies (such as advisory bodies or parent or teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.

B. Identify the principal or head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as Attachment N, the proposed job description and resume for this individual.

--OR--

If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and provide as Attachment O the position's qualification requirements. What are the key skills and competencies for the school leader? What qualities must the school leader have for this school to be successful?

The Principal will at a minimum hold a Master's Degree. The Principal will be someone who can take charge of academic programs and successfully implement them. He/she will be experienced in leading an organization and be a self-starter. The Principal will be a competent and dedicated teacher with established classroom experience. The Principal will have an understanding of classical education and its philosophies. The Principal will understand and be willing to fulfill all duties and responsibilities as outlined in the proposed job description. PCCA will recruit individuals for the Principal position through a public process which may include but will not be limited to advertising in local and national newspapers and professional printed media, referral, and through appropriate electronic recruitment mechanisms if necessary. A fully assembled Board will review applications and resumes and determine which candidates will be interviewed for the position. Every effort will be made to garner at least three highly promising applicants to be interviewed by the Board. The Board will vote to determine the final candidate; a simple majority will be needed. If no candidate is found to be acceptable the process will begin again. The candidate must pass the required background checks and screens prior to being appointed Principal.

PCCA will evaluate the Principal annually in accordance with the Student Success Act. Specifically, as a charter school we must adhere to substantive requirements of section 1012.34, F.S., related to performance evaluations for school administrators.

C. Describe the management structure of the school. As Attachment P provide job descriptions for each administrative or leadership position that identifies key roles, responsibilities, and accountability.

The principal reports directly to the Governing Board. Our assistant principal reports

directly to the principal, with a shared leadership model as a reporting structure for the faculty and staff of the school.

D. Provide a staffing plan for each year of the charter term that includes all anticipated personnel and is aligned with the school's projected enrollment and with all other sections of the application. Provide as Attachment Q the proposed job description and qualification requirements for the school's teachers.

Staffing Plan PCCA Brooksville	**FY29**	**FY30**	**FY31**	**FY32**	**FY33**
Enrollment	**624**	**690**	**778**	**875**	**950**
Classroom Teachers	32	35	39	43	46
Activity Teachers	5	7	10	11	13
ESE Teachers	4.0	4.5	5.0	5.5	6.0
Principal	1.0	1.0	1.0	1.0	1.0
Guidance Counselor	2.0	2.0	2.0	2.0	2.0
Assistant Principal/ESOL	2.0	2.5	2.5	3.0	3.0
Student Services Coordinator	1.0	1.0	1.0	2.0	2.0
Registrar	1.0	1.0	1.0	1.0	1.0
Front Office Staff	2.0	3.0	3.0	3.0	3.0
Nurse	1.0	1.0	1.0	1.0	1.0
School Security Officer	1.0	2.0	2.0	2.0	2.0
Custodian	7.0	8.0	9.0	10.0	11.0
Food Service Worker	5.0	7.0	9.0	11.0	11.0
Before/Aftercare Workers	6.0	7.0	8.0	9.0	10.0

E. Explain the school's plan for recruitment, selection, and development of a highly qualified and appropriately certified instructional staff that is aligned with applicable federal laws and state requirements as well as the school's design.

PCCA Brooksville will require all teachers to meet or exceed the expectations for certification as required by Chapter 1012 and Florida Statutes. Parents and the community will be informed of the qualifications of teachers as required by Florida Statutes. The school will comply with the anti-discrimination provisions of federal and state law in its hiring and employment practices.

Recruitment

Recruiting for the staff members will follow the customary policy of locating appropriate sources of staff members needed and inviting qualified candidates to interviews. We will utilize tools such as notices in education publications, job fairs, job boards, and information on the

school's website. In addition, we plan to work with nearby teacher preparation programs to identify potential successful candidates. The Principal will be responsible for the recruitment process.

Selection

The Principal will be responsible for the selection of staff members. There are two minimum requirements to be considered for employment as teachers at the Academy:

- State of Florida Certification or eligibility for certificate (or appropriate reciprocity from another state)
- Commitment to the classical school mission and vision

The Principal and the hiring committee will conduct a multi-step interview process during which the applicants will be required to submit a sample lesson plan and review it with the committee through a critiquing process. The team will select the "best fit" candidate for the School. The selected applicant will be required to undergo a background check and fingerprinting with the district as required by 1002.33 (12) (g), Florida Statutes prior employment. Upon final approval from the Principal, the offer of employment is confirmed. If the employee accepts the offer, a start date and employee contract will be issued.

Instructional staff and paraprofessionals will adhere to the requirements of Florida Statutes and will be certified in the field in which they will be teaching. Instructional staff from other states will have their teaching credentials evaluated by the Florida Department of Education to determine certification eligibility.

Staff retention will be accomplished by providing competitive salaries and benefits comparable to those provided by surrounding school districts, as well as offering a challenging environment. Staff members will also be involved in the planning and operation of the school under the direction of the Principal.

Section 12: Human Resources and Employment

A. Explain the relationship that will exist between the school and its employees, including whether the employees will be at-will. Discuss the school's tentative plan regarding use of employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Use and nature of employment contracts may be finalized after application approval.

Employees will be offered an annual contract for employment that is on an at-will basis. The contract specifies specific salary, position, title, and job duties. Procedures for discipline and dismissal of employees will be developed to ensure that such actions are in accordance with principles of due process and in compliance with all applicable laws and regulations. We seek to offer our employees a salary and benefit package that is competitive with the average salary for equal positions within the District.

As allowed in Section 1002.33(12)(i), PCCA Brooksville will operate as a private employer and will reflect an employment practice that will seek to mirror the diversity and community and student population.

PCCA Brooksville employees will be privately employed by the school; they will not be subject to employee collective bargaining, which will be indicated in the employee contract. All Staff will be hired on a year- to-year basis with contract extensions recommended on an annual basis. An employment agreement will be signed by each employee and the principal.

B. Provide the performance evaluation or a general outline of the performance evaluation plan, consistent with the substantive requirements included in s. 1012.34, F.S. (the Student Success Act), for administrators and instructional personnel including who will conduct the evaluations, what instrument will be used, and how the results will be used to guide performance and professional development. A final, detailed outline will be required after application approval.

It is our intention to utilize the Florida Consortium of Public Charter Schools' (FCPCS) administrator and instructional personnel evaluation system, which is already approved by the State of Florida.

Where applicable, PCCA Brooksville will employ various assessments that will be used for evaluation purposes, including the consideration of District and statewide assessments as they become available. Assessments will be aligned with the Florida Standards in accordance with the State's timeline. At the State Board of Education meeting on July 23, 2015 they discussed approval of a New Rule 6A-5.0411 which sets forth the formulas for measuring student learning growth for use in district evaluations in those courses associated with statewide standardized assessments and establishes the standards of highly effective, effective, needs improvement or developing and unsatisfactory in school district evaluation systems for the portion of the evaluation based upon the growth formulas.

Per section 1012.34, F.S., teacher evaluations are:

- Designed to support effective instruction and student learning growth
- Results used when developing school improvement plans. The Principal will perform teacher evaluations per section 1012.34, F.S.

- Based upon the performance of students assigned to the educator's classroom or school
- Conducted annually
- Based on sound educational principles and contemporary research in effective educational practices

Results used to identify professional development for instructional personnel and Evaluations will differentiate among 4 levels of performance: Highly effective, Effective, Needs improvement, or for instructional personnel in the first 3 years of employment, Developing, or Unsatisfactory.

PCCA Brooksville will base at least one third of the performance rating on data and indicators of student learning growth assessed annually by statewide assessments. The evaluation procedures and criteria must include: Performance of students (at least 1/3), Instructional practice or instructional leadership (at least 1/3, and other indicators of performance). Teacher evaluation focuses on the indicators in the Florida Educator Accomplished Practices (FEAPs). All observation results will be calculated electronically via FCPCS's Evaluation Systems, which meets all statutory requirements.

C. Provide the compensation structure or a general outline of the compensation structure for all employees, including salary ranges and employment benefits as well as any incentives or reward structures, if applicable. How will compensation and other components factor into the staff retention plan?

In order to remain competitive with the market, PCCA Brooksville proposes to meet or exceed the District pay scale for all applicable positions. Staff will be privately employed. Providing the highest quality staff at PCCA Brooksville will be of utmost importance in meeting our mission of preparing all students with the foundational skills they will need to be successful. As such, the school will work to ensure that it hires the best possible staff members with experience and dedication to the students. The Board is committed to doing whatever it can to provide a competitive compensation plan that attracts the best and the brightest to the school.

All decisions regarding compensation remain with the Governing Board. The Board will establish a compensation plan in alignment with Student Success Act (SB 736) requirements, and/or any other applicable statutes that may be in place at the time. The Board will adopt a compensation plan that is in alignment with the applicable state laws. The evaluation systems and compensation systems will be tightly intertwined as under current state law. The following are the framework and requirements for these plans:

- Evaluation Plan Elements:
  - The system used to evaluate teachers and administrators must incorporate student performance, the percentage of which is based on the individual's role, and the amount of data which exists.
  - Professional development will be Incorporated through a continuous quality improvement model
  - Performance data used in the evaluation system shall be collected from multiple sources
  - Special criteria and procedures may need to be developed for some specialty fields and job classifications

- The evaluation system will utilize the state approved performance levels (highly effective, effective, needs improvement (or developing for those within their first 3 years of employment) or Unsatisfactory
- Administrators will be trained in the proper use of the evaluation system
- The system will be evaluated to determine the effectiveness to improve student learning.

- Compensation Plan Elements:
  - Teacher salary schedules may not be based on advanced degrees, but salary supplements based on degrees are permitted.
  - Cost of living adjustments may not exceed 50% of the amounts given as annual adjustments.
  - Annual adjustments for those who are rated "Effective" must be 50-75% of the value of raises given to those rated "Highly Effective."
  - Those scoring Needs Improvement, Developing, or Unsatisfactory shall not be eligible for annual adjustments.

For the purposes of budgeting for this application, an average teacher salary of $50,000 has been used along with a 2% annual increase in the amount paid in salaries each year. As we develop the compensation plan, we acknowledge that employees may not each receive an annual increase based on the percentage set by the school, however, we feel this is still an appropriate way of establishing a general budget to move forward at this stage in the planning process.

In addition to their salaries, employees will be offered insurance packages such as health, dental and other supplemental insurance policies. These will be determined based on the cost and availability as the school is opened. For budgeting purposes, we have assumed that the school will contribute $450 monthly per employee (anticipated for budgeting purposes 50% participation) for insurance policies, plus an additional 3% of their salary towards a retirement plan.

D. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Recruiting for staff members will follow the customary policy of locating appropriate sources of staff members needed and inviting qualified candidates to interviews. We will utilize tools such as notices in education publications, job fairs, job boards, and information on the school's website. In addition, we plan to work with nearby teacher preparation programs to identify potential successful candidates. The Principal will be responsible for the recruitment process.

Selection

The Principal will be responsible for the selection of staff members. There are two minimum requirements to be considered for employment as teachers at the Academy:

- State of Florida Certification or eligibility for certificate (or appropriate reciprocity from another state)
- Commitment to the mission and vision of a classical school

The Principal and the hiring committee will conduct a multi-step interview process during

which the applicants will be required to submit a sample lesson plan and review it with the committee through a critiquing process. The team will select the "best fit" candidate for the School. The selected applicant will be required to undergo a background check and fingerprinting, along with a drug screen, as required by 1002.33 (12) (g), Florida Statues prior to employment. When determined acceptable, a provisional offer of employment will be extended. If the employee accepts the offer, a start date and employee contract will be issued. Teaching candidates will be screen through the Florida Professional Practices database for discipline against their teaching certificate.

Instructional staff and paraprofessionals will adhere to the requirements of Florida Statutes and will be certified in the field in which they will be teaching. Instructional staff from other states will have their teaching credentials evaluated by the Florida Department of Education to determine certification eligibility.

If a staff member's performance is subpar, they will be counseled by administration to immediately correct the issues at hand and a follow-up conference will be scheduled. Should a staff member violate sections of the Florida Educator Accomplished Practices or commit an act that shows poor judgement or is in violation of school policy or state law, the principal may recommend termination to the Board.

E. If personnel policies have been developed, include as Attachment R. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.
F. Explain how the governing board and school leadership would handle unsatisfactory leadership, teacher, or staff performance, as well as leadership or teacher turnover.

It is our belief that timely and effective feedback and observation are key to staff and leadership success. For our staff members, we observe often and provide immediate feedback to correct any issues we see. By observing often and counseling teachers to help correct deficiencies, many times teacher turnover can be avoided.

Just as our students will be highly motivated by the desire to continuously improve the quality of their work, our teachers will be inspired to remain at our school because they will be able to grow professionally each year and because they will be part of a high-performing team. For our novice teachers, we will provide the mentoring, coaching and support they need to become effective teachers. By providing for the development of new teachers within our school, we will ensure a growing pipeline of talent for our educational program.

It is our intent to promote from within, from teachers who have invested time and effort into our school. By continuing to offer leadership and advancement opportunities from within, we can ensure there are leaders ready to take the reins should administrative positions open.

By providing a Board that is accessible to parents and teachers alike, any leadership issues can be addressed readily. An active parent liaison is key to accomplishing this.

Section 13: Professional Development

A. Describe the school's professional development expectations and opportunities for administrators and instructional personnel, including the following:
    1. Identify the person or position responsible for overseeing professional development activities.

The Principal and Assistant Principal will be responsible for planning professional development opportunities. Much of the professional development provided prior to school opening will be provided by our partner educational institution, Hillsdale College, to ensure Pineapple Cove Classical Academy at Brooksville holds true to the mission of classical education. This is provided free of charge as part of our agreement. Additionally, we employ our own literacy and mathematics coaches for ongoing professional development.

2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform. Describe how the effectiveness of professional development will be evaluated.

Our partnership with Hillsdale College provides free professional development to our teachers in all core components of our program. This includes content for two weeks of training before school begins, site visits during the school year, routine virtual training, and annual summer training.

Professional Development opportunities may occur on-site or by attending local, state, and/or national conferences. PCCA Brooksville will assure appropriate training and technical assistance so that all school personnel will implement the curriculum correctly and are given the greatest possible support to accomplish this.

The Socratic Seminar is a method of teaching designed to engage students in intellectual discussion by responding to questions using questions instead of answers. Prior to conducting a seminar, students are given a text to read. After the text has been read, open-ended questions are asked. Training of PCCA Brooksville teachers will occur in the following areas:

- What texts to be assigned that will support the mission of the school
- How to formulate questions that will encourage critical thinking, analyzing meaning, expression of ideas with clarity and confidence
- Norms for the group to follow
- How to train students in Socratic Seminar discussions

PCCA Brooksville will provide training to staff in Virtue Instruction to include:

- The four ancient virtues: prudence, temperance, justice, fortitude
- Behavior Management
- Anger management/mediation/conflict resolution programs/bullying
- Effective communication
- How to integrate opportunities to discuss and model virtuous behavior within the curriculum
- Discussion techniques (like Socratic Seminars) to teach ethical reasoning

Trainers in the stated programs will work in collaboration with the administration to provide

targeted training in the strategies/methods for each component of the curriculum. As each component of the curriculum is learned, professional development in scaffolding, differentiated instruction, cognitive approaches to learning and strategies to enhance memory need to be targeted to each program. Staff will learn how to implement these strategies and methods within the context of each of these programs.

Each summer, teachers travel to Hillsdale, Michigan, for free professional development from our Hillsdale College partners.

3. Describe any professional development that will take place prior to school opening. What will be covered during this induction period? How will instructional personnel be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods?

Teachers will need to begin their training during the month of July, prior to school start, in order to be ready to implement the curriculum when school begins in August. Our administrative staff and academic coaches provide two weeks of free professional training (80 hours) to our staff. The training consists of three days of ELA training, three days of History/Science, two days of Math, two days of philosophical and classroom management discussion, and one day of state-mandated Youth Mental Health First Aid training. This training offers practical application of our curriculum and lesson planning and is revisited during our semester site visits. This training has been developed using in house staff and is at no cost to the school.

4. Describe the expected number of days or hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

After the school year begins, the contract year for teachers each additional year will reflect additional days for Professional Development before the school year begins, during the school year, and after the school year ends. Funds will be allocated for staff to attend relevant conferences and trainings in addition to hiring consultants to provide training at the school site.

To assist teachers with completing required in-service and education points for recertification, each staff member of Pineapple Cove Classical Academy at Brooksville is required to complete 10 hours of in-service during the fiscal year, which is July 1st-June 30th of the given year. One 3 or 4 credit college credit course in a pertinent subject area from an accredited postsecondary institution, subject to the discretion of the principal, will meet this requirement.

We will participate in early release Fridays, and professional development days initiated by the school district to provide collaborative planning time for teachers to implement our curriculum. ESOL, Gifted, and Reading endorsement courses will be offered via the Schultz Center (Jacksonville, FL) and paid for by Title II funds.

Section 14: Student Recruitment and Enrollment

A. Describe the plan for recruiting students that will result in the school meeting its projected enrollment. Include strategies for reaching the school's targeted

populations and those that might otherwise not have easy access to information on available educational options including, but not limited to, families in poverty; academically low-achieving students; students with disabilities; and English Language Learners.

We will not discriminate on the basis of race, religion, national or ethnic origin, or exceptionality in the admission of students, in accordance with federal and state anti-discrimination law. The School will be open to any eligible students in the county, including exceptional education students.

Strategies for reaching the school's targeted population will include launching a community awareness plan for informing the public about the proposed school and will include aggressively publicizing the charter school opportunity to a broad audience with the intent of attracting a student body from within the county.

We will target publicity and recruitment efforts to specific populations to help ensure representation from various constituencies. Application and marketing materials will accurately portray our school as fully accessible to students with disabilities, limited English proficiency, and other special needs. Prior to the opening of the charter school, we will hold an orientation town hall meeting to help market our program.

The following publicity and targeted marketing initiatives will clearly outline our mission and advertise to the appropriate student population:

- Press conference – local newspaper and media
- Press releases and feature articles – a series of press releases to all media outlets to announce landmarks such as charter application approval, naming of the principal and major developments of the school
- Direct contact with community organizations for student referrals
- Brochures
- Direct mail campaign
- Social media

We will hold periodic information meetings at various locations to inform area residents and other interested persons about the charter school opportunity. Presentations will include information about charter schools in general and specifically about the curriculum focus of our school and the procedure for making application. We will place media advertisements in various forums including radio and print. Flyers will be developed for distribution at area businesses, community centers, churches, and child care facilities.

Our staff will make extensive efforts to address people where they meet, work, and socialize in order to communicate the opportunities available. We will also conduct direct mail advertising within the county.

B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S.

We will be open to any Florida school eligible student in the county. The school will not discriminate on the basis of race, religion, national or ethnic origin, or exceptionality in the admission of students, in accordance with federal and state anti-discrimination law.

We will implement a student recruitment strategy that includes the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the community:

- Communications as needed in Spanish, English, and other languages when possible, in our efforts to contact harder-to-reach families.
- Distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the racial, ethnic, and interest groups represented in the community.
- Community outreach to ethnic and social organizations to achieve and maintain a racial/ethnic balance reflective of the community.
- A flexible enrollment timeline that allows for broad-based recruitment and an easy application process

Marketing materials will be printed in the various languages that are representative of the surrounding community from which our students will be drawn. Our staff will contact social service agencies in the area that serve those "harder to reach" families. Information brochures and applications that are printed in multiple languages will be distributed to these agencies to facilitate the school's desire to inform these groups about the new school.

School personnel will solicit opportunities to meet with families served by these agencies for a "direct" opportunity to inform parents about the new school. We will embrace all students, regardless of their racial, cultural, ethnic or religious orientation. This message will be clearly communicated in all oral presentations and printed materials. We will attempt to achieve a representative balance of students equal to the diversity of those District public schools in the surrounding area.

C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preferences for enrollment and lottery process. Provide proposed enrollment application as Attachment S.

Our enrollment period will be from 15 January to 1 March each operating year. We will request current students notify the school of continuing enrollment by 15 February each year so the school can determine possible openings for new students. All applications for enrollment will be date/time stamped as they are received and filed by application date and grade level (based on cohort class). Preference may be given to a sibling of a student already enrolled or accepted, and to a child of an employee of the school or a member of the Governing Board. In addition, as required by state statute, we will provide an equal opportunity of being selected for enrollment for students with handicapping conditions, Special Education and students served in ESOL programs.

If the number of applications exceeds the capacity of the program, a lottery will determine admission, and a list will be maintained by grade level in the order of the lottery results. The lottery will utilize a random automated process via the SchoolMint platform to select students.

Parents/guardians will be notified of their child's acceptance no later than twenty-one (21) days past the acceptance period deadline and will have five (5) days to notify the school, in writing, of their decision to attend. If an accepted applicant decides not to attend the school, the slot will be given to the first person on the waiting list.

We will take the following initial steps to begin every enrollment process:

- Determine the number of spaces available in each grade based on the capacity in that grade and the anticipated number of returning students.
- Set dates for informational meetings.
- Set a deadline for accepting student applications, which will correspond to the last of four informational meetings within each enrollment phase, for the available new spaces, during each round of the enrollment processes.
- Reasonable public notice of at least one month must be given, making clear that returning students need not reapply.
- Publicize stated deadlines and promote the fact that there will be a lottery if there are more eligible applicants than there are available spaces.
- Hold the lottery, and allow for public attendance opportunity, with reasonable notice of at least one week before the lottery date.
- Set a final date for students to accept enrollment, as above.

Parents/guardians of students who will enroll in the School will receive an enrollment package containing information about the school and forms necessary for registration. The enrollment package will include:

- Proof of age
- Copy of immunization records
- Special Education information (if appropriate)
- Emergency contact information
- Emergency Medical Authorization
- Health insurance information
- Lunch form (to gather free/reduced lunch data)
- Authorization for Release of Information Form
- Home Language Survey
- Registration forms and any other required by PCCA Brooksville

Parents/guardians will be given a copy of the Student Handbook.

Section 15: Parent and Community Involvement

A. Briefly explain the general plan to engage parents in the life of the school (in addition to any proposed governance roles described in previous sections of this application, if applicable) as well as plans for regular communication with parents about school matters. This *could* include building family-school partnerships to strengthen support for learning, volunteer opportunities, or activities the school will seek from, or offer to parents. This *must* include the governing board's appointment of a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes, s. 1002.33(7)(d)1., F.S.

We will be committed to providing educational excellence in a nurturing and supportive community environment. Parental involvement is a crucial component for the child's experience of support and congruence between home and school. Parent – teacher conferences will be held at least two times per year to ensure clear direct communication about each child's progress and experience. Additional conferences may be held if requested by either party for any reason.

Numerous diverse opportunities will be available for parents to be involved in the operations and/or governance of the school. Parents will be asked to volunteer their efforts in supporting the school for a minimum of 10 hours per family if possible.

We will sponsor a PTO (Parent Teacher Organization). Our PTO will serve multifaceted purposes of promoting strong ties between homes, school and community. Parent opinions and ideas will be valued. Parent surveys will be distributed annually to parents, to monitor general parent opinion and satisfaction with the school program. Results of that survey will be included in the Annual Report and will be distributed to all parents. Our requested commitment of parental involvement can be fulfilled through different avenues, allowing flexibility for how parents would like to support the school.

The following list outlines general volunteer and support opportunities for parents. Additional opportunities will be created throughout the year, and parents will be notified via email and/ or paper notification of additional opportunities as they arise. Examples of parental support opportunities:

- Assisting with the arts programs
- Volunteering in classroom
- Volunteering / Chaperoning at school functions
- Take home projects such as cutting projects
- Chaperoning Field Trips
- Odyssey of the Mind competitions, or other academic endeavors that support the curriculum
- Reading with Students
- Assisting Teachers with photocopies and other preparations
- School Beautification Projects
- Helping with Fundraisers
- Serving on Committees
- Assisting with schoolwide events

Community partnerships are an integral component of the philosophy of our school to provide educational excellence in a nurturing and supportive community environment. We will seek partnerships between community families, organizations and local businesses. We will create a Business Partners program in order to foster a sense of community. We will identify our community and business partners with a linking icon on our website.

Finally, we will appoint a parent liaison to the Governing Board to assist parents in accessing the Governing Board and assisting parents in resolving issues, complaints, or communicating with the Board in general terms. The parent liaison's contact information will be located on our website.

B. Discuss any established community resources that will be available to students and parents, if applicable. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning.

While we do not partner directly with any community organizations, we believe the function of a school is nurturing the whole child. Therefore, when meeting with parents and discussing student achievement, behavior, or psychological need, we will recommend and refer students to proper community organizations that may assist families in achieving student success in a variety of academic, social, and emotional arenas.

C. Provide, as Attachment T, any existing evidence of demand for the school or support from intended community partners, if available (e.g. letters of intent/commitment, memoranda of understanding, or contracts).

D. Describe the process of appointing a representative to facilitate parental involvement, provide parents access to information, and resolve parental disputes. Include a description of how the dispute resolution procedures are designed to resolve and protect the rights of parents as enumerated in ss. 1001.42(8)(c)1.-6., 1002.20 and 1014.04, F.S.

Pineapple Cove Classical Academy at Brooksville will provide a Board-approved parent liaison whose information will be readily accessible on the school's website. This liaison can assist with answering questions and serve as a bridge between the Board and parents. In accordance with F.S. 1014.04, the school will respect the rights of parents to have ultimate authority in their child's mental, emotional, or physical health and well-being and will accordingly notify parents of any changes to that end. The school will honor the right of parents to review and correct, if necessary, their child's records at any time.
Parents are encouraged to address their concerns in the following manner:

- Make an appointment to clarify the concern with the student's teacher or other staff member with whom the parent is in dispute. The Principal or Assistant Principal may be present at any meeting between parties should either party request it.

- If the staff member is not able to resolve the dispute to the mutual satisfaction of both parties, the parent may make an appointment to address the concern with the Assistant Principal.
- If the Assistant Principal is not able to resolve the dispute to the mutual satisfaction of both parties, the parent may make an appointment to address the concern with the Principal.
- If the Principal is not able to resolve the dispute to the mutual satisfaction of both parties, the parent is directed to contact the Board representative. The Board Liaison will bring the concern to the Governing Board. Issues brought to the attention of the board are resolved typically by allowing ample time for investigation and full understanding of the issues by all board members. However, emergency issues, or issues of great importance to the school's operation may be resolved more expeditiously at the discretion of the board.
- The Governing Board will discuss the facts and make a decision in response to the parent's dispute.
- Parents may request the appointment of a special magistrate for certain matters under F.S. 1001.22 (8) (c) 1-6.

II. BUSINESS PLAN

Section 16: Facilities

If the site is acquired:

A. Describe the proposed facility, including location, size, and layout of space.
B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations, and policies and is ready for the school's opening.
C. Describe how the facility aligns with the proposed educational program and other requirements such as mandated class sizes.
D. Document the anticipated costs for the facility, including renovation, rent, utilities, and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U. If renting an existing facility, provide draft lease agreement as Attachment V.
E. Describe the back-up facilities plan. What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?

If the site is not yet acquired:

F. Explain the school's facility needs, including desired location, size, and layout of space.

Pineapple Cove Classical Academy at Brooksville is committed to promoting academic excellence and character enrichment through rigorous, content-rich curriculum grounded in the tradition of a classical liberal education. A high-quality facility which will enable us to engage our students and make them feel proud of their school and the education they are receiving will play an important part in the overall design of the school. We have an existing LOI on a property in Hernando County but have not yet finalized the location.

PCCA Brooksville will work with a local general contractor and our bond financing team to finance our new greenfield facility via tax-exempt bonds. We anticipate that we will need at least 65 square feet per student once we reach capacity, plus an additional 5,000 square feet for common space, which will mean our facility will need to be at least 67,000 square feet in size when fully built out. It is our intention to have a fairly traditional school/classroom layout that matches the look and scope of our current facilities. It may be possible that we stage the building out over multiple years, as the initial year, based on our estimated enrollment of 624 students, we will only need 45,000 square feet. We will work with the contractor's financiers to develop an appropriate plan for the buildout.

G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U.

The current Pineapple Cove Classical Academy schools and Classical Education Management, LLC, have successfully negotiated and completed five separate tax-exempt bond deals for our previous properties, totaling over $64 million. We intend to successfully replicate this process to finance and fund Pineapple Cove Classical Academy at Brooksville, basing cost and facility

design on our West Melbourne, Florida, campus

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H. Explain the strategy and schedule that will be employed to secure an adequate facility.

Pineapple Cove Classical Academy, as well as our in-house developer, JAC Land Development, has built three successful schools and five bond issues using tax-exempt bond financing and has extensive experience in this area as well as an established relationship with a general contractor. We have an established team of professionals that work to support this process, including underwriters, bond attorneys, and our own in-house plan reviewer.

I. Describe the back-up facilities plan.

Should we be unable to commence permanent construction on our existing campus, we will utilize modulars as needed. Should the facility encounter delays or if the founding team does not think it will open in a timely manner, we will utilize a year of deferment with plenty of notice and time to the district and families.

Section 17: Transportation Service

Describe the school's plan for transportation to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school, s. 1002.33(20)(c) F.S.

PCCA Brooksville plans to contract with parents to provide transportation services in accordance with Florida Statutes. To mitigate barriers to transportation, we will assist our families in coordinating carpools and may provide reduced or free before/after care service to students who qualify for free and reduced lunch or otherwise express difficulty with transportation.

We have not ruled out bus transportation but understand that such transportation can be difficult financially in the beginning years of a charter school. If enough students express interest in bus service, we may draft a Request for Proposal with local companies to explore the cost and feasibility of bus transportation.

Students whose IEP requires transportation will be provided transportation via an interlocal agreement with the district or through private transportation funded by the charter school.

Section 18: Food Service

Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program. Explain how the school's food service plan will ensure healthy, well-rounded meals for students.

As with our current sites, we plan to provide our own meal service in accordance with state and federal guidelines. Our current kitchens are self-preparatory. We purchase and operate our own equipment, financed through our tax-exempt bonds as FFE.

We will participate in the National School Lunch Program, including the offering of free and reduced lunch prices for families who need it. Our meals will meet all nutritional requirements for NSLP through menus approved by the Child Nutrition Program.

Section 19: School Safety and Security

Outline the plan for school safety and security for students, staff, the facility, and property, especially as it relates to the applicable provisions in the Marjory Stoneman Douglas High School Public Safety Act.

Student and staff safety is of the utmost priority at PCCA Brooksville. Our safety and security measures will mirror what is available in our existing location.

All staff are fingerprinted and drug-screened prior to employment. All volunteers are required to be fingerprinted through the School and verified through Raptor. All visitors who come to school are required to sign in via Raptor and are badged and escorted through campus by a staff member.

Our campus has the latest security measures to protect students and staff. All exterior doors remain locked from the inside and can be accessed only via a coded keypad. The lobby and front doors require those without a code to be buzzed into the front office where they are screened by a staff member. To enter student areas, visitors must again be buzzed in through a second set of doors. High-definition cameras are placed outside of and within the building as well. Our completely enclosed building allows for exceptional control of who has access to all student areas.

Photo ID is required for all student check outs and anyone picking up a child must be on the authorized pick-up list completed by the parent or guardian.

Specifically:

A. Describe what steps the school would take to assure there is a safe-school officer present while school is in session, pursuant to section 1006.12, F.S.

Pineapple Cove Classical Academy currently employs six trained safe-school officers for its existing schools. All of our safe school officers meet the requirements of statute with regard to experience and training. We sign in our SSOs everyday using our visitor management system to ensure compliance and auditable transparency.

B. Explain how the school will adopt an active assailant response plan and provide annual training on the plan, as required by section 1006.07(6), F.S.

We already have an approved active assailant response plan at our current schools that includes best practices outlined by the Marjory Stoneman Douglas Commission and the Office of Safe Schools. Annually, we train our teachers in Active Assailant Response and Stop the Bleed training during pre-planning. All staff are required to attend and sign an attendance sheet that is included in our school safety binder for review.

C. Explain how the school will establish a threat management team as required by section 1006.07(7), F.S.

Our school will utilize the State of Florida Threat Management Portal as well as approved Office of Safe Schools Threat Management procedures to identify, report, and track threats made by students, staff, or the general public within the school environment. This includes:

- Use of the state threat management portal
- Identification of a school-based threat management team, including the required "Core Four"
- Monthly threat management team meetings to discuss, analyze, and make decisions regarding threats received
- Law enforcement involvement in the threat management process

D. Explain how the school will accurately and timely report incidents related to school safety and discipline as required by section 1006.07(9), F.S.

PCCA Brooksville will ensure administrators are trained in SESIR reporting by taking the state-approved SESIR training. Administrators will ensure student discipline records are recorded properly via the district student information system.

Section 20: Budget

A. Provide as Attachment X, an operating budget covering each year of the requested charter term that contains revenue projections (using the Florida charter school revenue estimate worksheet as Attachment W for at least the first year of operation), expenses, and anticipated fund balances. The budget should be based on the projected student enrollment indicated in Section 2 of the application. A template for the operating budget may be available from the sponsor upon request.

These budgets contain all projected revenue and expenses except for:

- Public Charter School Grant: Because the competitive nature of this grant creates uncertainty as to availability, this potential source of revenue is omitted from these budgets. If grant funds are received, the primary focus will be classroom technology, equipment, furnishings and supplies, as well as staff development activities.
- Supplemental Federal Funds (IDEA, Title I, etc): Even though the school expects to qualify for some of these funds, they are supplemental to the academic program, each with a specific focus and cannot be used to supplant other expenses of the school. Therefore, these budgets demonstrate that the school will be adequately funded without these funds.

These budgets are presented with revenues and expenses classified in compliance with Financial and Program Cost Accounting and Reporting for Florida Schools (Redbook).

W.1 – W.3	FEFP Revenues
X.1 – X.2	5 Year Budget, Year 1 Cash Flow
Y.1 – Y.2	Start-up Budget, Balance Sheet (Start-up), Cash Flow (Start-up)
Z.1	Start-up Loan Funding Letter

B. Provide a start-up budget as Attachment Y that contains a balance sheet,

revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.

The school plans to finance start-up costs with a loan from its management company, Classical Education Management, in the amount of $75,000. The budget assumes no interest, with payments to amortize the loan over four years, deferring principal repayment until year 2. See Attachment Z.1.

C. If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments (such as funding from foundations, donors, grants), provide evidence of such funding (e.g. MOU, letters) as Attachment Z.
D. Provide a detailed narrative description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.

Revenue assumptions are as follows:

FEFP
Please see Attachments W.1 – W.6. FY28 revenue is based on the latest available Revenue Estimating Worksheet for 2025-26. Subsequent years reflect annual increases of 1.44%.

Proceeds From Long-Term Debt - Start-up Loan
Start-up loan in the amount of $75,000. Assumes no interest, with payments to amortize the loan over four years, deferring repayment to begin in FY29. Please see Attachment Z.1.

Capital Outlay
$563.00 / student

Food Service Revenue
Assumes students are 40% full price, 3% reduced, 50% free, with 40% participation. Software and point of service is PrimeroEdge, offered free to NSLP providers through FDACS.

Salaries and Related Costs assumptions include:

Salaries
Please see Attachment X.4 for positions and salaries by year. Teachers are adequate to comply with the Class Size Reduction Amendment, provide electives, and support student progression. The average teacher salary is budgeted at $50,000.

Retirement
Retirement is budgeted at 3% of annual salary.

Payroll Taxes

This consists of Social Security at 7.65%, and Florida Unemployment at 2.7%, capped at $7,000.

Health Insurance
The budget is based on a premium of $450 per month per employee, with the school paying 65% of the premium, and 50% of employees electing coverage ($450 * 50%).

Workers Compensation
Budgeted at 1%.

Instructional Costs

Contracted Services
Services provided primarily in support of IEP's, such as OT/PT, etc. Budgeted beginning at $70.00/hr. for 10 hours weekly. Speech therapist budgeted as full-time employee.

Textbooks & Supplies
Budgeted at $50 reusable textbook per student and $8 per consumable per student.

Furniture & Equipment
Classroom furnishings budgeted at $15,000 per new classroom (built as FFE contingency into bond financing) and $175 per previously occupied classroom.

Computers & Software
Computers: 1 computer per teacher, 25-unit computer lab, server and installation, and beginning in Year 3, a three-year refresh. One computer per every four students to ensure adequate coverage for testing. Classroom instructional technology (projectors, teacher iPads) built into bond deal FFE.

Substitutes
Substitutes @ 8 days per teacher @ $120 per day.

Staff Training

Contracted Services
Budgeted at $10,000 per year for training pay for New Teacher Training (80 hours).

Board Administration

Contingency
2-2.5% of net FEFP for unanticipated expenses.

District Fee
Overall fee for campus is 5% of FEFP, capped at 250 students. Anticipated High-Performing Status to reduce fee to 2% in year four.

Facilities Acquisition

Debt Service
The school plans finance a new building with tax exempt bond financing, utilizing pre-paid capitalized interest for the first year, resulting in no debt service payment due until year two. The

budget also accounts for a planned 16-classroom expansion with gymnasium in year 5.

Fiscal Services

Contracted Services – Finance
Estimated amount to be shared with current schools. Overall fee for the campus ranges from 2.6% to 2.4% of net FEFP, this represents back-office accounting services. Covered by management fee.

Contracted Services – Finance
Management agreement covers all back-office accounting services, human resources, accounts payable, bond and grants management, food service director, and instructional coaches. Budgeted at 10% gross revenue.

Food Services

Contracted Services
Assumes meal cost of $4.00 each, and 40% participation for non-FRL students.

Debt Services

Debt Service - Principal
Repayment of start-up loan in the amount of $75,000. Assumes no interest, with payments to amortize the loan over four years, deferring repayment to begin in FY29.

The remaining line items are small and self-explanatory.

E. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant considers the minimum percentage at which they could operate the educational plan presented.

The budget approved with the application will become the approved budget for the start-up period and Year 1 of operations. This budget will be subject to continual and intense monitoring to identify any inaccuracies in assumptions. The budget will be updated frequently, after each significant event, but in the early stages of development, at least once weekly.

Examples of events which will impact the budget include updated enrollment numbers, changes in the local economic environment, hiring staff, new legislation, ordering furniture, etc. We recognize that the budget must be managed in the entire environment, and is not limited to the result of actions of the charter school. While the omission, or erroneous estimates of quantities required, or unrealistic price estimates of an item will all create budget variances, so too will the construction of a housing development (or another school) within walking distance of the charter school.

In addition to the process described, beginning with the September financial statements, the board will receive a monthly projection of both cash and budget performance, including projected cash balances or deficits and proposed budget amendments. After the first year, this projection will be provided to the board quarterly or as requested by the board.

The budget monitoring process is a powerful tool in surviving revenue being less or later

than budgeted. The following specific strategies are designed to respond to budget revenue shortfalls.

First, during the start-up period, and until the charter school is fully operational, the projected budget compared to the approved budget will be an agenda item during each charter school board meeting.

Also, budgeted expenditures will be deferred until justified and approved in segments. Furniture, textbooks, computers, etc., will be ordered to match enrollment gains. Similarly, teachers and other staff will be interviewed and identified, with provisional identification of employees, but hiring will be authorized only after the need is established.

F. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).

Our management agreement provides a subordination clause for management fees in the event the school's cash flow is low or does not meet bond covenant requirements. Additionally, we will consult with our accounting team and our Board to identify areas for savings or potential cuts if needed to meet cash flow needs.

G. Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

See Attachment X.2 and Y.2.

Section 21: Financial Management and Oversight

A. Describe who will manage the school's finances and how the school will ensure strong internal controls over financial management and compliance with all financial reporting requirements.

The board of Pineapple Cove Classical Academy at Brooksville recognizes that, like any other start-up business, financial management is crucial to the success of the school. This places great responsibility on the board, and that responsibility is further intensified because public funds are being invested. The board further acknowledges that this responsibility cannot be shifted to a third party by contracting for back-office services.

Conversely, because of the complexity and uniqueness of charter school accounting and financial reporting, the board recognizes the value of engaging an appropriate third party to provide back-office services. In this way, the board enhances its capability to provide financial oversight.

The school will contract with Florida Charter School Accounting to aid in the design, development, planning, financing, staffing, maintenance, operations, and fiscal oversight of the school. The relationship between Florida Charter School Accounting and the school has already been initiated and will continue through the development of the school and into the operations phase of the school's life. In this way, the school will benefit from the experience and expertise Florida Charter School Accounting brings to bear.

Florida Charter School Accounting provides back-office accounting services to our three

existing charter schools in Florida, among others. The firm limits its practice to charter schools, thereby providing access to knowledgeable professionals who are focused on charter schools in general and on Pineapple Cove Classical Academy specifically.

Florida Charter School Accounting uses Quickbooks Accounting software, which has an integrated general ledger, accounts payable, payroll, and bank reconciliation functions. The comprehensive nature of this software coupled with the internal controls in place facilitates the recording of transactions by fund, function, and object. This allows for transactions to be recorded accurately and appropriately, including properly identifying purchases of property. Property records are maintained in accordance with state requirements. Source documents supporting transactions are preserved, facilitating the audit process. General ledgers and books of original entry are kept to allow the preparation of financial statements in accordance with generally accepted accounting principles and in compliance with Redbook.

Having appropriate financial statements will allow the preparation of projections of budget performance and cash balances through the fiscal year, thus allowing the school to adjust activity as necessary to maintain fiscal integrity.

The system as described has undergone numerous audits of dozens of schools by at least 7 different auditors in three states without any finding relating to the accounting system, demonstrating the effectiveness of the process of fiscal management.

Florida Charter School Accounting will prepare, on an annual basis, a budget in cooperation with the Director of School Operations. The budget will outline all anticipated revenues and expenditures, by object and function. The budget will be submitted to the governing board for approval. Upon approval, a copy of the budget will be filed with the board minutes for public record, a copy will be held at the school site, and a copy will be provided to the sponsor. Florida Charter School Accounting, on behalf of the School, shall prepare monthly financial statements, which shall include a balance sheet and a statement of revenues, expenditures and changes in fund balance. The monthly financial statements shall be prepared in accordance with the function/object dimensions prescribed in the Florida DOE publication, Financial and Program Cost Accounting and Reporting for Florida Schools (the "Red Book").

The School shall also prepare and maintain all reports required to be filed with the Government of the United States and the State of Florida. Such reports shall include, but are not limited to, all payroll tax returns and any required filing relating to the School's non-profit status.

B. Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.

Detailed financial statements will be prepared on a monthly basis for analysis by the Charter School Board. These financial statements will be reviewed by the Charter School Board at monthly meetings and will be submitted to the Sponsoring District for monitoring/review.

The monthly financial statements will be in compliance with Rule 6A-1.0081, F.A.C and include:

- Balance Sheet
- Revenue and Expense Report
- Year-to-date comparison of budgeted vs. actual revenues and expenditures
- Notes to Accompany Financials, to include:
    - Actual enrollment at the time the statement is submitted

- Projected enrollment for the current school year
- Notes to the monthly financial statement to include other material information

Supplemental information, including but not limited to, bank reconciliations, bank registers, detailed general ledgers, relevant correspondence from the sponsor, grantor agencies, etc., will be provided to the board as applicable.

During the first year of operations, beginning with the September financial statements, the board will receive a projection of both cash and budget performance monthly, including projected cash deficits and proposed budget amendments. After the first year, this projection will be provided to the board as needed or as requested by the board.

C. Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.

In the spring of our first year, we will issue a Request for Proposal for auditors who wish to bid on audit services for the school. Once bids are received, they will be ranked and ordered with considerations given to each firm for the following:

- Experience of the firm in auditing Florida charter schools
- Scope of audit
- Cost to school for services rendered
- Time to complete audit
- Required credentials of firm

Rankings will be presented to the Board for a vote to consider a letter of engagement and the letter will be provided to the Hernando County School District by April 30.

D. Describe the method by which accounting records will be maintained.

In order to provide financial information that is comparable to that reported for other public schools, the school will maintain all financial records in an accounting system that is in accordance with the accounts and codes prescribed in the most recent issue of the publication titled, "Financial and Program Cost Accounting and Reporting for Florida Schools" (Redbook), pursuant to § 1002.33(9)(i)1 of the Charter School Law. Thus, the School's accounting will be consistent with accounting conducted for Florida school districts and will contain a uniform chart of accounts for budgeting and financial reporting. The uniform chart of accounts addresses topics that include governmental accounting standards, program cost accounting, and reporting.

Florida Charter School Accounting, is responsible for the financial management of the School, and uses Quickbooks Accounting software. Quickbooks Accounting has integrated general ledger, accounts payable, payroll, and bank reconciliation functions. The comprehensive nature of this software coupled with the internal controls in place facilitates the recording of transactions by fund, function and object. This allows for transactions to be recorded accurately and appropriately, including properly identifying purchases of property. Property records are maintained in accordance with state requirements. Source documents supporting transactions are preserved, facilitating the audit process. General ledgers and books of original entry are kept to allow financial statements in accordance with generally accepted accounting principles and in compliance with Redbook.

The documents comprising the accounting records will be kept in accordance with the

General Records Schedule for Local Government Agencies GS1-L, as authorized by 119 and 257, FS.

E. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report.

There are three overlapping layers of financial transparency required of charter schools.

- First, the exempt organizations are required by the Internal Revenue Code to make its Form 1023 (Application for Recognition of Exemption Under Section 501 (c) 3) and its annual Form 990 (Return of Organization Exempt from Income Tax) available for public inspection and copying.
- Additionally, charter schools are bound by Florida's Government in the Sunshine Law, provisions of which include the public notice of and the opportunity for public participation in board meetings; as well as the Public Records Act, which ensures public access to records and documents.
- Finally, 1002.33 (9) (p), Florida Statutes, requires charter schools to provide access, through its website, to the annual budget and independent audit.

Pineapple Cove Classical Academy at Brooksville will comply with all of these.

Internal controls are based on sound practice, such as segregation of duties or compensating controls, use of pre-numbered forms, limited access to cash, and monthly reporting to the Charter School Board and Sponsoring District. The business process also emphasizes the seamless and convenient delivery of service so that school staff can easily comply with internal controls and are able to concentrate on the educational process.

The internal control policy of the School shall be guided by the following broad principles:

- Responsibility will be clearly established.
- Adequate records will be maintained.
- Assets will be insured & inventoried and appropriate employees bonded.
- Adequate procedures for cash receipts, cash disbursements, and record keeping will be in place.
- The School will undergo regular and independent audits.

Specific internal controls include, but are not limited to:

- Only one primary operating bank account will be maintained by the school (others may be maintained for internal funds)
- The bank statement will be opened intact by the reconciler
- The bank statement will be reconciled by an employee who has access to neither the general ledger nor check-writing system
- Items outstanding for 180 days will be investigated
- All funds will be deposited to the bank account daily or whenever practical. At a minimum, no receipts will go longer than three days without being deposited
- All checks received will be immediately stamped "For Deposit Only"
- Printed, pre-numbered receipts will be issued for all cash received whenever possible
- All disbursements will be made by check (except for minor petty cash disbursements).

Printed, pre-numbered checks will be used and voided checks will be maintained to complete the number sequence.

- Checks require two signatures
- Checks will not be pre-signed under any circumstances
- Checks for expenses other than payroll will be issued only upon verification by the Principal of receipt of the good or services ordered in good condition and correct quantity. The School may authorize FCSA to make disbursements for contracted services, leases, notes payable, ongoing commitments, etc., payables for goods/services that are confirmed as rendered/received by the School and within the limits of the approved budget
- Appropriate documentation will be maintained for disbursements (invoice, contract, etc). All invoices will be reviewed and initialed for approval before a check is issued
- Employees will be paid only upon verification of employment by Charter School Board action
- Appropriate legal forms (W-4, I-9, etc) must be completed prior to employees being paid
- Investment activity will comply with 112.661, FS
- Property will be tagged
- Property will be inventoried at least annually
- Discrepancies in the property inventory will be investigated and reconciled
- Financial statements (see below) will be reviewed by Charter School Board monthly, evidenced by action
- The budget will be approved by the Charter School Board prior to the beginning of each fiscal year, evidenced by action
- Budget amendments will be approved as necessary
- Financial reports will be submitted to the sponsor as required by Charter and Rule
- School financial records, including files for receipts, invoices, bank statements, and cancelled checks will be kept up-to-date and fully accessible at all times
- An annual audit will be conducted by an independent CPA (see below)
- Under no circumstances are school funds to be used for personal benefit or gain or administration or staff

During the first year of operations, beginning with the September financial statements, the board will receive a projection of both cash and budget performance monthly, including projected cash deficits and proposed budget amendments. After the first year, this projection will be provided to the board quarterly or as requested by the board.

Additionally, Bank Reconciliation and Bank Registers will be submitted to the Charter School Board along with the financial statements.

Providing further transparency, the Principal and Charter School Board will have access to the bank register and images of paid invoices and checks at any time through an on-line document storage facility.

The School will adhere to the audit selection requirements per Florida Statutes and the Auditor General Requirements and ensure that the Audit Report checklist (§11.45(3)(a), Florida Statutes accompany the audit in a timely manner according to the dates agreed upon for audited and unaudited reports between the Sponsor and the Board in the Charter. The auditing firm shall be selected by request for proposal (RFP) process and only those firms experienced in audits of charter schools will be considered. The audit will be of assistance to the School's

Governing Board in carrying out its responsibility to assure that its financial resources are properly managed.

Annual audit results as well as an approved budget will be posted on the school's website for public access.

F. Describe any key back-office services to be outsourced via contract, such as business services, payroll, and auditing services. Include the anticipated costs of such services and criteria for selecting such services.

The school will contract with Florida Charter School Accounting to aid in the design, development, planning, financing, staffing, maintenance, operations, and fiscal oversight of the school. The relationship between Florida Charter School Accounting and the school has already been initiated and will continue through the development of the school and into the operations phase of the school's life. In this way, the school will benefit from the experience and expertise Florida Charter School Accounting brings to bear.

Florida Charter School Accounting provides back-office accounting services to our three existing charter schools in Florida, among others. The firm limits its practice to charter schools, thereby providing access to knowledgeable professionals who are focused on charter schools in general and on Pineapple Cove Classical Academy specifically. Human resource services and accounts payable will be completed by the Director of School Operations, whose salary is included in the school's management fee.

G. Describe how the school will store financial records.

Student and financial records will be kept in accordance with the General Records Schedules GS1-SL and GS7, as authorized by 119 and 257, FS.

"Record" includes any pertinent information, regardless of the media stored upon. Therefore, written record, audio recordings, video recordings, disks, etc., are all considered records.

Student records will be stored in secure, locked, fire-proof cabinets. Confidentiality of student information will be maintained; access will be controlled by a records custodian and limited to specific need and authority. Such access will be logged. Financial records will be kept in electronic and paper formats. Permanent documents, such as deeds, mortgages, etc., will be kept in secure, locked, fire-proof cabinets.

H. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance, and directors' and officers' liability coverage.

The School will, at its own expense, provide evidence of insurance consistent with the Sponsor's requirements for insurance and in accordance with the time frame for providing that insurance as stated in the charter. The School will only acquire insurance from an insurer (carrier) that is authorized by the Department of Insurance of the State of Florida, or an eligible surplus line insurer under Florida Statutes. The insurer will have an AM Best rating of "A-" or better and financial size category of "IV" or better according to the latest edition of Best's key rating guide published by AM Best Company.

Insurance coverage will be in procurer and maintain coverage consistent with the Sponsor's

requirements for insurance and expected to be as follows.

1. Health
   The school will provide health and other group insurances to employees in amounts competitive with other employers.

2. Worker's Compensation Insurance
   Part 1 as required in Florida Statute and Part II shall have the following limits: $500,000 each accident; $500,000 Disease - each employee; and $500,000 disease – policy limit.

3. Commercial General Liability Insurance
   One million per occurrence/3 million annual aggregate. The coverage for property damage may be subject to a maximum deductible of $1,000 per occurrence. Cyber insurance included.

4. Property Coverage
   Property coverage insurance will be carried on all real and tangible property with a value greater than $500.

5. School Leaders Errors and Omissions Insurance
   One million dollars per claim/annual aggregate, maximum $25,000 deductible.

Additionally, as needed, the school will establish the following coverages:

1. Fidelity Bonds
   The School will carry fidelity bonds (limits as per charter agreement) on all employees whose duties include receiving or disbursing cash.

2. Automobile Liability Insurance
   One million per occurrence/3 million annual aggregate including all owned, hired, and non-owned automobiles.

3. Builder's Risk Insurance
   Insurance equal to the actual replacement cost for construction work.

Section 22: Start-Up Plan

A. Present a projected timetable for the school's start-up, including but not limited to the following key activities:
   - **i.** Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit) January 2026
   - **ii.** Identifying and securing facility January 2026
   - **iii.** Recruiting and hiring staff (leaders, teachers, and other staff) January-May 2027
   - **iv.** Staff training- July 2027
   - **v.** Finalizing curriculum and other instructional materials- April- May 2027
   - **vi.** Governing board training- February 2026
   - **vii.** Policy adoption by Board (if necessary)- July 2026

viii. Recruiting students- January 2027
ix. Enrollment lottery, if necessary- March 2027
x. Establishing financial procedures- April 2026
xi. Securing contracted services- May 2026
xii. Fundraising, if applicable
xiii. Finalizing transportation and food service plans- May 2026
xiv. Procuring furniture, fixtures and equipment- January 2027
xv. Procuring instructional materials- May 2027

The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor. A formal timeline may be negotiated in the charter agreement)

Chart of Attachments

Please tab or separate attachments as noted below

A. Evidence of teacher and parental support for conversion, if applicable.
B. Sample daily school schedule and annual school calendar
C. Sample curriculum scope and sequence
D. Reading curriculum
E. Pupil Progression plan, if applicable
F. Assessment Schedule
G. Proposed discipline policy or student code of conduct, if applicable
H. Articles of incorporation
I. 501(c)(3) tax-exempt status determination letter (or copy of the filing form)
J. Governing board by-laws
K. Governing board code of ethics and conflict of interest policy
L. For each board member, a Board Member Information Sheet, resume, and Statement of Assurances (templates provided)
M. Organization charts that show the school governance, management, and staffing structure in
   1) the pre-operational year; 2) the first year of operation; 3) at the end of the charter term; and
   4) when the school reaches full capacity, if in a year beyond the first charter term
N. Job description for the school leader and, if this person is already identified, his or her resume
O. If the school leader is not yet identified, the qualifications the school will look for in a school leader
P. Job description(s) and qualification requirements for each administrative or leadership position other than the school leader
Q. Job description(s) and qualification requirements for the school's teachers
R. Personnel policies, if developed
S. Student enrollment application
T. Evidence of demand for the school (e.g. petitions or intent to apply forms) or support from intended community partners (e.g. letters of intent/commitment, memoranda of understanding, or contracts), if applicable
U. Evidence of facility funding sources, if applicable
V. Draft rental agreement or lease for facility, if applicable
W. Florida Charter School Revenue Estimating Worksheet
X. Proposed Operating Budget
Y. Proposed Startup Budget
Z. Evidence of external funding (e.g. foundations, donors, grants), if applicable.

Addendum (as applicable)

AA. Commissioner's letter(s) of verification of high-performing status
BB. ESP's organization chart
CC. ESP's organization chart after any anticipated growth
DD. Applicant history worksheet (*Form IEPC-M1A,* found at: http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference)

EE. Draft contract between school and ESP
FF. Applicant may attach up to an additional ten pages of supplemental material.

Addendum A1: HIGH-PERFORMING REPLICATIONS

A. Identify the High-Performing Charter School that is submitting the application and include as Attachment AA the Commissioner of Education letter pursuant to s. 1002.331(5)F.S., designating such school as High-Performing.

Pineapple Cove Classical Academy at Palm Bay (6543).

B. Identify the High-Performing Charter School that the applicant intends to replicate, if different from the school identified in the previous question.

Pineapple Cove Classical Academy at Palm Bay (6543).

C. Describe how the proposed school will be substantially similar to the high-performing school that is being replicated.

The model of our current school replicates the model of all Hillsdale College-affiliated schools as well as Pineapple Cove Classical Academy in Palm Bay. Our program is quite unique, particularly the Literacy Essentials Reading program, our focus on classical literature, explicit phonics instruction in the Orton-Gillingham manner, Latin instruction, and a differentiated common math block. These elements are the cornerstone of our program and will be maintained in the replication with fidelity. We will continue our professional development partnership with Hillsdale College to assist us with staying true to mission and provide our teachers the extensive support they need to succeed in this unique curriculum.

We believe in the fidelity and value of the classical model as a proven method of educating children; therefore, we intend to keep all aspects of our program in place as a true replication of a time-tested design.

D. If the applicant's projected student population is substantially different than the student population in the high-performing school that is being replicated, describe any modifications to the educational program that are necessary to ensure student success.

Utilizing the FLDOE Advanced Reports database, the following comparisons can be made between Brevard and Hernando Counties:

Categorical	Brevard	Hernando
Percentage ESE	18.8%	16.5%
Percentage ESOL	5.4%	3.5%
Percentage FRL/Eco Disadvantaged	42.3%	53.5%

While there are some statistical differences, none of the benchmarks above suggest that a deviation from our currently successful programs is necessary. As with any new school, we know there is a significant amount of remediation that must occur initially to help students achieve the high standards of a classical school.

E. Explain how the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

The founders of the school being replicated, John Moran and Kelly Gunter, are the

founders of Pineapple Cove Classical Academy at Brooksville. Dr. Gunter and Mr. Moran oversee the establishment of new schools and Dr. Gunter continues the oversight of schools in operation as the Director of School Operations. Additionally, we promote leaders and teachers via our existing schools to take on new roles and challenges as we continue to expand.

Addendum B: EDUCATION SERVICE PROVIDERS

An Education Service Provider (ESP) is an organization, either for-profit or nonprofit, that contracts with a charter school or a network of charter schools to provide comprehensive educational and business services. In addition to Addendum B, applicants must also complete Form IEPC-M1A if the governing board plans to contract with an ESP. The following section allows the applicant to demonstrate the ESP's track record of success and its ability to provide services for a new school(s).

ESP Selection

A. Explain why the applicant is seeking to contract with an ESP rather than operate the school(s) directly.

The Pineapple Cove family believes in the classically-oriented mission of our schools. We have no doubt that this is absolutely the best education a child can receive. We want to bring this education option to as many children as possible free of charge. In order to accomplish this mission, it is more financially prudent to centralize the services of the people who have made this school successful thus far and maximize the resources and talent of the management company staff as much as possible. In addition, many of the services provided by Classical Education Management, LLC, were handled by the school principal at a school-based level the first few years. This reduced the amount of time that academic leaders were available for classroom observation and teacher mentoring. We seek to alleviate the business responsibilities of the staff at a school-based level so they can focus on the true mission of the school- to educate kids effectively.

B. Explain how and why the ESP was selected. If this is the first time the applicant has contracted with this ESP, explain when and how the applicant learned of the ESP, what other ESPs were considered, and why the ESP was selected over other ESPs.

We created our ESP as Classical Education Management, LLC, because we want to maintain the "small school" management of our current program and the familial nature of the way we manage schools. We do not wish to engage with a large, nationwide ESP that serves profiteering as its main goal. We want to protect our mission, our students, our staff, and our name effectively. By engaging the same individuals who have advised and worked on this school from day one, we can ensure the long-term success of our program for years to come.

C. For applicants working with an ESP for the first time, provide summary information from reference checks conducted by the applicant (regarding the ESP), identifying each reference.

Classical Education Management, LLC, currently manages our three schools in West Melbourne and Palm Bay. We wish to continue consolidating services and providing prudent management to the schools we found and have seen this model serve the schools well and save money via centralized services.

D. Describe whether and how the school's board has assessed the capacity of the ESP to successfully carry out the functions necessary to operate a high-quality charter school.

Again, we seek to avoid partnering with an ESP that sees profit as its only gain from running schools. The original founders of Pineapple Cove Classical Academy at Palm Bay believe in doing what is right for children, even when it is not the easiest, most expedient, or even the most economical. We seek an ESP that can share that vision with us and provide the school with financial and operational resources that ensure the mission of the school and the success of its students stays the most important mission. Classical Education Management possesses a current staff that has years of business and education acumen.

ESP Background

A. Provide the mission of the ESP and an overview of the organization's strategic vision, including, if applicable, a five-year growth plan, and rationale for managing new schools.

The mission of Classical Education Management, LLC, is to support and operate high-quality classical schools by providing academic, organizational, and financial support and administration while staying true to the mission of spreading classical education to as many children as possible.

B. Identify the ESP's leadership team and their specific roles and responsibilities. Include as Attachment BB an organization chart for the ESP.

John Moran, President- John Moran is a founder of Pineapple Cove Classical Academy (Palm Bay and West Melbourne campuses). As a successful entrepreneur for over 35 years in retail and wholesale business, Mr. Moran has the ability to identify the needs of a project and gather a group of professionals together to achieve a common goal successfully through a common vision. Since 2009, Mr. Moran has dedicated his time and energy to promote classical education to the Brevard County community. Working closely with Hillsdale College, Mr. Moran envisioned a community-based school where classical education could thrive and serve students who may otherwise never be exposed to this quality educational option. Since 2006, Mr. Moran has served as the President of Pineapple Cove Academy, Inc. and since 2013, Pineapple Cove Academy North Shore, Inc., Florida corporations, both operating private early learning centers in the Brevard County area. The quality of early education offered at the preschools prepares young students to move seamlessly into Pineapple Cove Classical Academy and Pineapple Cove Classical Academy at West Melbourne's more rigorous K-12 schools. His passion is this type of education and his goal is to continue to open schools of this nature. Mr. Moran holds a Bachelor of Science in Political Science from the New York Institute of Technology.

Dr. Kelly Gunter is a member of the Founding Board of Pineapple Cove Classical Academy and was the founding principal for the first three years of our school. Dr. Gunter wrote the original charter application for Pineapple Cove Classical Academy at Palm Bay, as well as the subsequent applications for West Melbourne and Lockmar. In addition, Dr. Gunter authored the Charter School Program grants for both schools, totaling over $1,550,000 in grant awards. Dr. Gunter brings 20 years of education experience as a classroom teacher, college professor, and faculty advisor to PCCA. She is certified in Elementary Education, Exceptional Student Education, Reading K-12, English 6-12 and Educational Leadership K-12. As Director of School Operations, Dr. Gunter handles much of the business tasks associated with the school, manages grants, ensures district, state, and federal compliance, and continues to mentor school leadership. She completed her Educational Doctorate in Educational Leadership and Policy

Studies and her dissertation topic was *Understanding Teacher Retention and Job Satisfaction Factors in Different School Types (Traditional Public Schools versus Charter Schools).*

ESP Track Record

A. Provide evidence of organizational capacity to open and operate high-quality schools in Florida and, if applicable, elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed school. If the ESP intends to build capacity and add positions during the term of this proposed charter school, include an organizational chart of the proposed growth within the ESP leadership structure as Attachment CC.

The financial and educational expertise of its owners provides Classical Education Management a keen advantage in guiding and managing schools. As evidenced by their growth plan, CEM already employs educational and curriculum staff to additionally support its schools, including instructional coaches to assist with specific need in each curriculum area. By providing financial, legal, and educational services to its schools, school-based staff can focus on educating children effectively.

B. Provide a comprehensive listing of ESP-operated charter schools (current and past) by completing form IEPC-M1A, which can be found at http://www.fldoe.org/schools/school-choice/charter- schools/charter-school-reference and attach as Attachment DD.

Pineapple Cove Classical Academy, Inc., Pineapple Cove Classical Academy at West Melbourne, Inc., and Pineapple Cove Classical Academy at Lockmar, Inc., are currently contracted with Classical Education Management, LLC.

C. Explain the ESP's success in serving student populations similar to the target population of the school. Describe the ESP's demonstrated academic track record (provide specific academic results on all schools using Form IEPC-M1A, attached as Attachment DD).

Pineapple Cove Classical Academy, Inc., Pineapple Cove Classical Academy at West Melbourne, Inc., and Pineapple Cove Classical Academy at Lockmar, Inc., are currently contracted with Classical Education Management, LLC. All three schools are academically high-performing, with clean financial audits and extensive waiting lists.

D. List and explain any management contract terminations as well as any charter revocations, non- renewals, withdrawals or non-openings that the ESP has experienced in the past five (5) years.

None of the aforementioned items exist for Classical Education Management, LLC.

Legal Relationships

A. Describe how the school's governing board is independent from the ESP and self-governing, including evidence of arm's-length negotiating.

The ESP works for and is hired by the school's governing board. The school's governing board represents the ultimate decision-making authority for the school. The ESP controls its own employees, but must consult with the governing board regarding contractual agreements for

services provided within and for the school. The school's governing board has the ability to terminate its contract with the ESP within 180 days of the term end or if both parties agree to termination. When it is time for the Board to renew the ESP's contract, the ESP will present the Board with a new contract and the Board will discuss and vote on the contract as it would any other legally binding document. At a minimum, the governing board will review annually the ESP's performance and contract.

B. Explain whether the school has or will have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated[4] with or owned in whole or in part by the ESP. If so, identify the nature of those entities' business activities and describe how the governing board will ensure that any such relationships will not pose a conflict of interest or hinder the board's authority or ability to terminate the contract with the ESP.

The school has no legal or contractual relationships with any entities or individuals associated with or owned by the ESP.

C. Explain the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the school's governing board will oversee the ESP's supervisory responsibilities.

At this time, the ESP does not supervise any of the school's employees.

D. If the school's governing board intends to enter into a financing agreement (promissory notes, loans, leases, lease-purchase agreements, other negotiable instruments, or any other facility or financing relationships) with the ESP:
    - Ensure that such agreements are or will be separately documented and not part of or incorporated in the school management contract and do not hinder the governing board's authority and practical ability to terminate the management agreement and continue operation of the school.
    - Provide evidence that the agreement was or will be reviewed by the governing board's independent legal counsel or attorney and subject to a fair market analysis.
    - Describe how such agreements will be repaid. Repayments should be reflected in the budget.

    The school is not entering into a financing agreement with the ESP.

Organizational Structure

A. Provide a description of the roles and responsibilities of the ESP. This may include whether and how the specific roles and responsibilities set forth below may or may not be provided by the ESP, in order to summarize school- and ESP-level responsibilities. If some portions of a function are the responsibility of both the ESP and the governing board, please explain. The description should align with the management agreement with the ESP and provide a clear picture of what the ESP is responsible for.

- Setting Performance Goals- School-based responsibility

- Selecting Curriculum- School-based responsibility
- Selecting Professional Development programs- School-based responsibility
- Data Management & Selecting Interim Assessments- School-based responsibility
- Determining Promotion Criteria- School-based responsibility
- Setting a School Culture- School-based responsibility
- Student Recruitment- School-based responsibility
- School Staff Recruitment & Hiring- All Charter School personnel shall be employees of the school. The ESP will assist the school's Board in hiring and evaluation of all instructional and non-instructional personnel, including the School Leader. However, the final evaluation and hiring decisions will be made by the Board, and as appropriate, the School Leader. The ESP will also make recommendations regarding firing and disciplinary decisions, but responsibility for final decisions on such matters shall be for the School Leader and school Board, as appropriate.
- Providing Human Resources (HR) services (payroll, benefits, etc.)- The ESP will provide, or subcontract out at the expense of the ESP, all services to the school involving payroll, benefits, and other human resource services. The school will be responsible for submitting all human resource documents to the ESP in a timely manner.
- Fundraising- The ESP may fundraise on behalf of the school as long as it does so within the confines of the school's mission and within the legal confines of 501(c)3 allowances. The school may also fundraise on its own behalf utilizing the PTO or other fundraising arm as appropriate.
- Managing Community Relations- Coordination and assistance with any and all advertising, media and public relations efforts, including outreach programs. All public relations will be subject to the mutual approval by school and ESP, which approval may not be unreasonably withheld.
- Selecting and Providing Information Technology- School-based responsibility
- Managing Facilities- The school will be responsible for maintaining the day to day facilities of the school by employing a custodial staff. The ESP may subcontract services to the facility to facilitate expansion, large projects, or other capital improvements as negotiated between the Governing Board and the ESP. The ESP will employ a Facilities Manager to manage on site custodial teams and new construction projects.
- Procuring Vendors- School-based responsibility for school-based items; the ESP may procure their own vendors for the purpose of providing services to the charter school.
- Other Operational and Administrative Services, if Applicable

4 The term "affiliated" means and includes one or more corporations or entities under the same or substantially the same control of a group of business entities which are connected or associated so that one entity controls or has the power to control each of the other business entities. The term "affiliated" includes, but is not limited to, the officers, directors, executives, shareholders active in management, employees, and agents of the affiliated corporation. The ownership by one business entity of a controlling interest in another business entity or a pooling of equipment or income among business entities shall be prima facie evidence that one business is affiliated with the other.

B. Describe the oversight and evaluation methods that the board will use to oversee the ESP. What are the school-wide and student achievement results that the ESP is responsible for achieving? How often, and in what ways, will the board review and evaluate the ESP's progress toward achieving agreed-upon goals (e.g. external evaluator, surveys, or performance data analyses)? What are the conditions, standards, and procedures for board intervention, if the ESP's performance is deemed unsatisfactory?

As the Governing Board is the ultimate decision-making body of the school; ultimately, they are responsible for the actions and success or failure of the ESP. Initially, as evidenced in the draft ESP contract (Attachment EE), much of the support provided to the school will be in the financial and business sectors. The ESP will report monthly financial status to the Board and well as the District. Accurate financial reporting and a successful end of year audit will give feedback to the Board as to the success of the ESP. As the ESP is not providing curriculum guidance at least initially, academic achievement remains the responsibility of the school and its leadership. Our annual financial auditor will be the main evaluator of the effectiveness of the ESP's financial guidance and reporting. The success of the ESP and its contract will be evaluated no less than annually and, if deemed unsatisfactory, the Board may make the decision to resume responsibility for financial duties of the school and renegotiate the management fee to more accurately reflect services provided by the ESP.

C. Describe the payment schedule, including all fees, bonuses, early termination penalties, and any other compensation to be paid to the ESP.

The management fee will be paid monthly in 12 installments and adjusted throughout the year to reflect annual Gross Revenue. At this time, there are no provisions in the contract for the ESP to receive bonuses. In addition to the Management Fee, the school will reimburse the ESP for all commercially reasonable costs incurred and paid by the ESP in providing the Educational Services and Administrative Services to the school for the Charter School. The ESP will not add any fees or charges to the costs of equipment, services, materials, or supplies that the ESP purchases with school funds, on behalf of the school or as school agent, from a third party vendor.

D. Describe the types of spending decisions the management organization can make without obtaining board approval? What reports must the ESP submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?

The ESP may utilize subcontractors to provide services to the school and negotiate the terms for these subcontractors, including cost. The ESP may not raise management fees to cover the costs of these services without Governing Board approval. The ESP must use the District monthly financial statement for presentation to the Board and the District on a monthly basis. This template provides financial transparency needed for proper oversight.

E. What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the governing board terminate the management agreement for cause? List any indemnification provisions in the event of default or

breach by either party. If these provisions are addressed in the management agreement, the applicant may cite the specific sections.

The ESP contract is valid for the length of the charter term, but can be terminated up to 180 days early if need be or if both parties agree to termination, or in the case of default, which includes those listed in the management agreement, sections 41-44.

F. Provide as Attachment EE, a draft of the proposed management agreement with the ESP.

IV. ATTACHMENT TEMPLATES

IV. Statement of Assurances

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Pineapple Cove Classical Academy at Brooksville is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Dr. Kelly Gunter (name), Director of School Operations (title) to sign as the legal correspondent for the school.

Dr. Kelly Gunta

Signature

2/6/2026

Date

Dr. Kelly Gunter

Printed Name

Attachment A

Not applicable.

Attachment B

PCCA at Brooksville will follow the Hernando County School District calendar. For grades K-6, school starts at 8:00 a.m. and ends at 3:00 p.m. The number of instructional hours will be 6.5 hours per day. The number of school days will be five per week. The net amount of instructional time is 1,005 instructional hours.

For grades 7-12, school starts at 8:30 a.m. and ends at 3:45 p.m. The number of instructional hours will be seven 50-minute class periods per day plus a study hall. The number of school days will be five per week. The length of the school year is 180 days. The net amount of instructional time is 1,050 instructional hours.

Pineapple Cove Classical Academy will follow and support the Hernando County School District annual calendar with regard to commencement and completion of the school year, observed holidays and teacher professional development days, marking and interim periods, and scheduled breaks.

At Pineapple Cove Classical Academy, every school day begins with a sequence of activities carefully designed to convey a clear sense of expectations and to demonstrate our personal concern for each individual child. As parents drop off their children in the morning, the teachers and principal greet the students outside the building. Students begin the day with the Pledge of Allegiance, the recitation of the school's virtues and school pledge to "Learn the true, do the good, and love the beautiful".

Sample Daily Schedule (K-6)
7:45-8:00 Arrival
8:00-10:00 Reading/Phonics/Language Arts/Writing/Grammar/Latin
10:05-11:05 Math Block
11:10-12:00 Specials
12:00-12:30 Lunch
12:25-12:55-Recess/Additional P.E. block
1:00-1:35 History/Civics
1:40-2:25 Science
2:30-3:00 SMART Block

Sample Daily Schedule (7-12)
8:20-8:35 Homeroom
8:35-9:25 Math Block (Period 1)
9:28-10:23 Core English (Period 2)
10:26-11:21 Core History (Period 3)
11:24-12:19 Core Science (Period 4)
12:22-12:52 Lunch
12:55-1:50 Core Music/Art/P.E. Wheel (Period 5)
1:53-2:48 Latin A/B (Period 6)
2:51-3:45 Seminar. (Period 7)

Homework Policy: A Classical Education requires students to engage in serious work at home. The exercises, reading assignments and test preparation that PCCA requires of its students are not busy work. Meaningful homework assignments are an important part of PCCA's curriculum. Teachers assign quality homework for each school night, within the following guidelines:

1. Kindergarten: 15 to 25 minutes plus reading time
2. Grades 1 and 2: 20-35 minutes plus reading time
3. Grades 3 and 4: 30-45 minutes plus reading time
4. Grades 5 and 6: 40-60 minutes plus reading time
5. Grades 7 and 8: 60-90 minutes plus reading time

Pineapple Cove Classical Academy- West Melbourne

Elementary (K-6) Master Schedule (Monday-Thursday)

2025-2026 School Year

TIME	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
8:00-8:10	ELA 8:00-9:30 (90) Literature/ Reading/ Orthography	ELA 8:00-9:30 (90) Literature/ Reading/ Orthography	ELA 8:00-9:30 (90) Literature/ Reading/ Orthography	ELA 8:00-9:30 (90) Literature/ Reading/ Orthography	ELA 8:00-9:30 (90) Literature/ Reading/ Orthography	Science 8:00-8:41 (41)	Latin/IEW/WOL 8:00-8:05 (5)
8:10-8:20							Activity 8:05-8:55 (50)
8:20-8:30							
8:30-8:40							
8:40-8:50							
8:50-9:00						History/ Geography 8:41-8:58 (17)	
9:00-9:10						Activity 8:58-9:48 (50)	Latin/WOL/IEW 8:55-9:30 (35)
9:10-9:20							
9:20-9:30							
9:30-9:40	RECESS 9:30-9:50 (20) PE Days (indoor) Playground A	SMART BLOCK- R 9:30-10:00 (30)	RECESS 9:30-10:00 (30) PE Days (indoor) Playground B	SMART BLOCK- M 9:30-9:50 (20)	SMART BLOCK- R 9:30-10:00 (30)		ELA 9:30-11:00 (90) Literature/ Reading/ Orthography
9:40-9:50							
9:50-10:00	Math 9:50-10:45 (55)	Grammar/Handwriting 10:00-10:11 (11)	SMART BLOCK- R 10:00-10:30 (30)	Activity 9:50-10:40 (50)	Math 10:00-10:47 (47)	History/ Geography 9:48-10-11 (23)	
10:00-10:10		Brown/ Hawkes/ Krasny / Walters/ Ward					
10:10-10:20		RECESS 10:11-10:41 (30) Playground A / Science 10:11-10:51 (40)	History/ Geography 10:30-11:15 (45)			ELA 10:11-11:41 (90) Literature/ Reading/ Orthography	
10:20-10:30							
10:30-10:40							
10:40-10:50	SMART BLOCK- M 10:45-11:00 (15)			SMART BLOCK- R 10:40-11:10 (30)			
10:50-11:00		Science 10:41-11:21 (40) / RECESS 10:51-11:21 (30) Playground A			Activity 10:47-11:37 (50)		RECESS 11:00-11:20 (20) PE Days (indoor) Playground B
11:00-11:10	Handwriting 11:00-11:08 (8)		SMART BLOCK- M 11:15-11:40 (25)	WOL/ IEW 11:10-11:40 (30)			
11:10-11:20	LUNCH (30) *Middleton/ 11:00-11:30 Reed/ 11:04-11:34 Rosendale/ 11:08-11:38 Sullivan/ 11:12-11:42 Woulas/ 11:16-11:46*						SMART BLOCK- R 11:20-11:50 (30)
11:20-11:30							
11:30-11:40		Handwriting 11:21-11:37 (8)					
11:40-11:50	Handwriting 11:30-11:46 (8)	LUNCH (30) *Brown/ 11:21-11:51 Hawkes/ 11:25-11:55 Krasny/ 11:29-11:59 Walters/ 11:33-12:03 L. Ward/ 11:37-12:07*	Handwriting 11:40-11:52 (6)	Math 11:40-11:55 (15)	WOL/ IEW 11:37-12:07 (30)	WOL/IEW 11:41-12:11 (30)	
11:50-12:00	Grammar 11:46-11:57 (11)		LUNCH (30) *Griffith/ 11:40-12:10 Hatt/ 11:44-12:14 Stockton/ 11:48-12:18 Van Deventer/ 11:52-12:22*	Handwriting 11:55-12:04 (4)			History/ Geography 11:50-12:31 (41)
12:00-12:10	SMART BLOCK- R 11:57-12:17 (20)			LUNCH (30) *Kerr/ 11:55-12:25 Mashkow/ 11:58-12:28 Reddit/ 12:01-12:31 Tarbox/ 12:04-12:34*			
12:10-12:20		Handwriting 11:51-12:07 (8)			Handwriting 12:19-12:28 (4)	Math 12:11-12:19 (8)	
12:20-12:30	Activity 12:17-1:07 (50)	Grammar 12:07-12:17 (10)	Handwriting 12:10-12:22 (6)	Handwriting 12:25-12:34 (5)	LUNCH (30) *Frank (Causby)/ 12:07-12:37 Gleich/ 12:10-12:40 Pelfrey/ 12:13-12:43 Evans (Robinson)/ 12:16-12:46*	Handwriting 12:19-12:28 (4)	
12:30-12:40						LUNCH (30) *Constantino/ 12:19-12:49 Couch/ 12:22-12:52 Dickey/ 12:25-12:55 Forrest/ 12:28-12:58*	
12:40-12:50		Math 12:17-1:10 (53)	Math 12:22-1:12 (50)	Math 12:34-1:14 (40)	Handwriting 12:46-12:58 (5)		Handwriting 12:31-12:40 (4)
12:50-1:00						Handwriting 12:49-12:58 (5)	LUNCH (30) *Mason/ 12:31-1:01 Swanson/ 12:34-1:04 Pack/ 12:37-1:07 G. Ward/ 12:40-1:10*
1:00-1:10					SMART BLOCK- M 12:46-1:10 (24)		
1:10-1:20	Middleton/ Reed/ Rosendale / Sullivan/ Woulas						
1:20-1:25	RECESS 1:07-1:37 (30) Playground A / Science 1:07-1:48 (41)	Activity 1:10-2:00 (50)	Science 1:12-1:52 (40)	RECESS 1:14-1:44 (30) PE Days (indoor) Playground B	History/ Geography 1:10-1:50 (40)	Math 12:58-1:40 (42)	Handwriting 1:01-1:10 (5)
1:25-1:30							Math 1:10-2:00 (50)
1:30-1:40							
1:40-1:50	Science 1:37-2:18 (41) / RECESS 1:48-2:18 (30) Playground A		Handwriting/ Grammar 1:52-2:04 (12)	History/ Geography 1:44-2:22 (38)	RECESS 1:50-2:20 (30) PE Days (indoor) Playground B	SMART BLOCK- M 1:40-2:00 (20)	
1:50-2:00		History/ Geography 2:00-2:40 (40)	Activity 2:04-2:54 (50)			SMART BLOCK- R 2:00-2:30 (30)	SMART BLOCK- M 2:00-2:20 (20)
2:00-2:10							
2:10-2:20							
2:20-2:30	History/ Geography 2:18-3:00 (42)			Science 2:22-3:00 (38)	Science 2:20-3:00 (40)	RECESS 2:30-3:00 (30) PE Days (indoor) Playground B	Science 2:20-3:00 (40)
2:30-2:40							
2:40-2:50		SMART BLOCK- M 2:40-3:00 (20)	Handwriting/ Grammar 2:54-3:00 (6)				
2:50-3:00							
3:00	Dismissal 3:00	Dismissal 3:00	Dismissal 3:00	Dismissal 3:00	Dismissal 3:00	Dismissal 3:00	Dismissal 3:00

Updated:8/6/2025

2025-2026 TEACHER SCHEDULES

Period		Mr. Jacob Austin	Ms. Jana Burton	Mr. Don Bunch	Mr. Ethan Chapman	Mrs. Rachel Clarke	Dr. Stephanie Connolly	Mrs. Rachel Docteroff	Mrs. Christine Dukes	Mrs. Elizabeth Farney	Mrs. Mandy Gerster	Mr. Cory Granholm	Ms. Amanda Kassabian	Mrs. Samantha Latta	Mrs. Liboy	Mr. Matthew McKnight	Mrs. Katrina Neill	Mrs. Rhiannon Robb	Mr. Brent Roberts	Ms. Martinez	Mrs. Katelynn Schaefer	TBA 16	Mrs. Meg Tarby	Mr. Shea Whitmore	
Subject Taught		History	Music	ELA	ELA	Math	Computer Science	Science	Math	Spanish	Math	Latin	Career	Science	ELA	Art	Math	History	PE	History	Science	Latin/ Science	HOPE/PE	Latin	
Room #		260	169	253	249	259	212	210	167	168	209	243	210	162	256	262	167	166	178	255	161	248	168/184A	Mobile	
Phone Ext.		528	512	531	521	529	354	334	514	524	336	520	334	518	314	523	514	515	519	530	519	522	524/516	Mobile	
1	8:30-9:25 Early Release 8:30-9:130	10th US History	MS Band	8th ELA	11th ELA	Alg 1H	MS Critical Thinking	Plan	Plan		7th Math	Latin 2	Car Res & Dec	Physical Science	7th ELA	Plan	Alg 2	9th World History	MS PE	Civics	7th Science	Beg Latin	HOPE	6th grade Latin	
2	9:28-10:23 Early Release 9:16-9:56	8th US History	MS Band	8th ELA	Plan	Plan	HS Critical Thinking	7th Science	Pre-Algebra		7th Math	Latin 2		Chemistry	7th ELA	HS Digital Art	Geometry	Plan	MS PE	Plan	Biology	Beg Latin	HOPE	Latin 1	
Early Release (39 Min)		8th US History	Music Theory	8th ELA	10th ELA	Pre-Calc	Service Hr	8th Science	Pre-Algebra	Spanish 1	Plan	Latin 3H		Chemistry	7th ELA	MS Art	Plan/ Mentor	9th World History	MS PE	Civics	Biology	Beg Latin	HS PE	Latin 1	
lins) Early Release (39 Min)		8th US History	Plan	8th ELA	9th ELA	MS PE	Plan	7th Science	Pre-Algebra	Spanish 1	7th Math	Latin 2		AP Chem	Yearbook	MS Art	Geometry	APUSH	PLAN	Gov/Econ	Biology	Beg Latin	Plan	Latin 1	
Mins) Early Release (39		10th US History	Music Theory	8th ELA	9th ELA	Alg 1H	Comp Sci	7th Science	PFMM		7th Math	Latin 2		Physics	Plan	HS Art	Intervention/ Plan	Gov/Econ	8th Science	Civics	Academic Adv	Service Hr	MS PE	Latin 1	
A Lunch	10:26-10:56 Early Release 9:59-10:29		A	A							A		A			A						A		A	
B Lunch	11:24-11:54 Early Release 10:41-11:11	B				B	B	B	B										B				B		
C Lunch	12:22-12:52 Early Release 11:23-11:53									C				C	C		C			C					
D Lunch	1:20-1:50 Early Release 12:05-12:35				D							D						D			D				
6	1:53-2:48 Early Release 12:39-1:18	8th US History	HS Band	Plan	9th ELA	Service Hr	Comp Sci	8th Science	Alg 1		7th Math	Psych		Plan	7th ELA	MS Art	Alg 2	Service Hr	8th Science	Civics	Plan	Beg Latin	HS PE	Latin 1	
7	2:51-3:45 Early Release 1:21-2:00	8th US History	6th grade Band	10th ELA	11th ELA	Alg 1H	Comp Sci	7th Science	Alg 1		Car Res & Dec	Plan		Physical Science	7th ELA	MS Art	MS PE	9th World History	8th Science	Civics	HS Forensics	Plan	HOPE	Plan	
Lunch		B	A	A	D	B	B	B	B	C	A	D	A	C	C	A	C	D	B	C	D	A	B	A	

Kindergarten Curriculum Map – Pineapple Cove Classical Academy

	August/ Sept	October	November	December	January	February	March	April	May
Math *Singapore Math*	Match, Sort, & Classify Numbers to 5	Numbers to 10 Shapes & Solids	Compare Height, Length, Weight, & Capacity Comparing Numbers Within 10	Numbers to 20 Number Bonds	Addition (count on; add up)	Subtraction (take away; subtract within 10)	Addition & Subtraction	Numbers to 100	Time Money
Science *Core Knowledge*	Plants & Animal Needs Jane Goodall	Plants & Animal Environment Johnny Appleseed	Meteorology: Weather	Meteorology: Forecasting Wilson Bentley	The Human Body: The Five Senses	Human Systems Dental Health	Forces: Pushes & Pulls Collisions Isaac Newton	Plants & Animals: Changing Environment Earth Day G.W. Carver	Forces: Ramps & Magnetic Force Wright Brothers
History *Core Knowledge*	Pledge & U.S. Symbols	Christopher Columbus: The New World	Native Americans Pilgrims	Fourth of July George Washington	Martin Luther King Jr. Thomas Jefferson	Statue of Liberty Abraham Lincoln	American Flag White House	Mount Rushmore Theodore Roosevelt	Oceans Current President
Geography *Core Knowledge*	Maps & Globes Intro to Continents	Locate Town, State, Country Europe	North America	Antarctica	South America	Africa	Asia	Australia	Review Continents
Literature *Core Knowledge* *Nursery Rhymes* *Core Sayings*	Virtue Stories, Three Billy Goats Gruff, Goldilocks and the Three Bears, The Three Little Pigs	The Wolf and the Seven Kids, Little Red Riding Hood Aesop's Fables, The Bremen Town Musicians	The Legend of the Jumping Mouse, Legend of the Indian Paintbrush	Winnie-the-Pooh, Corduroy, The Velveteen Rabbit	American Tall Tales, Casey Jones	King Midas and the Golden Touch, How Many Spots does a Leopard Have?, The Tug of War	Momotaro: Peach Boy, Issun Bochi: One Inch Boy, Ming Lo Moves Mountains	Beatrix Potter, The Ugly Duckling, Little Red Hen, Chicken Little	Cinderella, Snow White and the Seven Dwarfs
Legends and Biographies *Core Knowledge*	Johnny Appleseed (Respect)	Jane Goodall (Responsibility)	Casey Jones (Courage)	The Wright Brothers (Cooperation)	George Washington (Citizenship)	Dr. Martin Luther King Jr., Rosa Parks (Perseverance)	Calvin Coolidge (Integrity)	George Washington Carver (Industry)	Review
Phonics/Grammar *Literacy Essentials* *Reading*	Intensive Phonics, Phonemic Awareness, Handwriting	Intensive Phonics, Phonemic Awareness, Handwriting	Capitals Spelling Grammar	Spelling Writing Grammar	Spelling Writing Grammar	Spelling Writing Grammar	Spelling Writing Grammar	Spelling Writing Grammar	Spelling Writing Grammar

First Grade Curriculum Map – Pineapple Cove Classical Academy

	August/ Sept	October	November	December	January	February	March	April	May
Math *Singapore Math*	Numbers 0 to 10 Number Bonds- Make 6, 7, 8, 9, and 10 Addition Putting Together Adding More Number Bonds Counting On Addition Stories Addition Facts	Subtraction Taking Away Taking Apart Counting Back Subtraction Stories Subtraction Facts Numbers to 20 Order Numbers Compare Numbers	Addition to 20 and Subtraction Within 20 Addition and Subtraction Facts Word Problems	Shapes Solid and Flat Shapes Ordinal Numbers Word Problems	Length Comparing Numbers Subtraction as Comparison Picture Graphs	Numbers to 40 Addition and Subtraction Within 40	Grouping and Sharing Adding Equal Groups Fractions Halves and Fourths Numbers to 100	Numbers to 100 Addition and Subtraction Within 100 Time Telling Time to the Hour, Half Hour, and 5 Minutes	Time Telling Time to the Hour, Half Hour, and 5 Minutes Money Bills and Coins Counting Money
Science *Core Knowledge*	Review Habitats, Organisms & Their Needs: Structures & Functions	Organisms & Their Needs: Structures & Functions Jacques Cousteau	Organisms & Their Needs: Inheritance of Traits	The Human Body: Body Systems Overview	The Human Body: Taking Care of Your Body Edward Jenner Louis Pasteur	Matters and Its Basic Properties Astronomy: Solar System	Astronomy: Solar System Galileo	Sound & Light	Communication Using Light & Sound Gordon Gould
History *Core Knowledge*	Mesopotamia	Ancient Egypt	Judaism Christianity	Islam	First Americans Mayas, Incas, and Aztecs Modern Mexico	Early Exploration & Settlement	Thirteen Colonies The American Revolution	The American Revolution	Exploration of the American West
Geography *Core Knowledge*	Maps & Globes	Maps & Globes	Geographical terms and features, Geographical features: bodies of water, Europe, Atlantic Ocean, North Africa		Tigris & Euphrates Rivers, Africa, Sahara Desert, Nile River	Mexico, Central America, Andes Mountains; Mexico in Relation to Canada & U.S.	13 Colonies & England	The Louisiana Purchase, Mississippi River	The Louisiana Purchase, Mississippi River
Literature *Core Knowledge*	The House at Pooh Corner, Literary terms; Aesop's Fables, Poems: "Solomon Grundy" "Table Manners" "The Frog"	Egyptian Cinderella, Jack and the Beanstalk, Pied Piper Poems: "Hope" "The Purple Cow" "The Swing"	Puss in Boots, Brier Rabbit Poem: "Thanksgiving Day"	Pinocchio, Princess and the Pea, Hansel and Gretel Poem: "A Good Play"	Frog Prince, Tom Thumb stories, The Knee-High Man, Thumbelina Poem: "My Shadow"	Rumpelstiltskin, Rapunzel, Sleeping Beauty Poem: "Washington"	Dr. Seuss, The Boy at the Dike, The Crowded Noisy House Poem: "Sing a Song of People"	Little Red Riding Hood, Lon Po Po, Peter Rabbit, Why the Owl has Big Eyes Poems: "I Know All the Sounds.." "The Pasture"	Medio Pollito, Anansi, Land of Nod Poems: "Wynken, Blynken and Nod" "Rope Rhyme"
Core Sayings *Core Knowledge*	Fish Out of Water	Sour grapes; Wolf in Sheep's Clothing	If at first you don't succeed, try, try again; Practice makes perfect	An apple a day keeps the doctor away	The more the merrier; Let the cat out of the bag; The Golden Rule	Never leave 'til tomorrow what you can do today	It could always be worse	There's no place like home; A.M. and P.M.	Hit the nail on the head
Phonics/Grammar *Literacy Essentials Reading*	Literacy Essentials includes: Parts of Speech (nouns, pronouns, verbs, adjectives, articles and adverbs), taught both in sentences and through diagramming. Students will also learn additional parts of speech, such as conjunctions, prepositions, and interjections.								

Second Grade Curriculum Map – Pineapple Cove Classical Academy

	August/Sept	October	November	December	January	February	March	April	May
Math *Singapore Math*	Numbers to 1000 Addition and Subtraction	Addition and Subtraction With & Without Renaming	Length: centimeters, meters, inches, feet Weight: grams, kilograms, pounds	Multiplication and Division of 2, 5, and 10 Multiplication Tables of 2, 5, and 10	Mental Addition and Mental Subtraction Multiplying and Dividing by 3 Multiplying and Dividing by 4	Money: Dollars and Cents Adding Money, Subtracting Money Fractions: Halves and Quarters Writing Fractions	Time: Telling Time Time Intervals Capacity: Comparing Capacity, Units of Capacity	Graphs: Picture Graphs, Bar Graphs Shapes: Polygons, Patterns, Solid Shapes	REVIEW
Science *Core Knowledge*	Water & Seasonal Cycles Geology: Earth Features	Geology: Earth Formation Marie Tharp	Matter: Classifying Matter	Matter: Combining Matter Dmitri Mendeleev	Magnets & Electricity	Life Cycle: Bean & Butterfly Organisms & Their Habitats	Organisms & Their Habitats Jean-Henri Fabre John Jame Audubon	Human Systems: Cells Digestives & Excretory Systems Anton van Leeuwenhoek	Human Systems: Taking Care of Your Body Florence Nightingale Daniel Hale Williams
History & Geography *Core Knowledge*	Basic Geography & Maps Ancient India	Ancient China Ancient Japan	Ancient Greece	Ancient Greece	Constitution War of 1812	Geography of the Americas Westward Expansion	The Civil War	The Civil War	Immigration and Citizenship
Literature *Core Knowledge* *Core Poetry*	Folk Tales Fairy Tales Tall Tales Poems: "Bed in Summer" "Something Told the Wild Geese"	Charlotte's Web Poems: "Seashell" "Discovery"	Greek Myths Poem: "Buffalo Dusk"	A Christmas Carol Night Before Christmas Poem: "The Night Before Christmas"	*Peter Pan* Poem: "Who has Seen the Wind?"	Iktomi Stories El Pajaro Cu *Sign of the Beaver* Poems: "Harriet Tubman" "Lincoln"	*Sign of the Beaver* Poem: "Battle at Thermopylae"	*Little House in the Big Woods* Poems: "Hurt No Living Thing" "Bee!"	*Little House in the Big Woods* Poem: "Caterpillars"
Core Sayings	Get a taste of your own medicine	Two heads are better than one	Practice what you preach; Eaten out of house and home	In hot water; Don't cry over spilled milk	Back to the drawing board; Easier said than done	Turn over a new leaf; Get up on the wrong side of the bed	Where there's a will there's a way; Can't teach an old dog new tricks	Better late than never; Don't judge a book by its cover	The real McCoy; Keep your fingers crossed
Phonics/Grammar *Literacy Essentials* *Reading* *Well Ordered Language*	Literacy Essentials and Well Ordered Language include: Sentence structure, types of sentences, parts of speech, and diagramming and forming complete sentences, and letter writing.								
Art	Lines	Architecture	Architecture	Sculpture	Landscapes	Landscapes	Abstract Art	Abstract Art	
Music Include 2 songs each month	Basic Notations	Basic Elements	String Instruments Carnival of the Animals	Vivaldi	Percussion Instruments Toccata for Percussion	Keyboard Instruments Sonata K. 331	Beethoven Spring Song	Bach	Review Notation, Elements

Third Grade Curriculum Map – Pineapple Cove Classical Academy

	August/ Sept	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**
Math *Singapore Math*	Numbers to 10,000 Add & Subtract Numbers to 10,000 Mental Addition and Subtraction Estimating Sums and Differences Two-step Word Problems	Multiplication and Division Multiplying Ones, Tens and Hundreds Multiplication with Regrouping Ones and Tens More Word Problems	Multiplication and Division Dividing Tens and Hundreds Dividing 2-Digit Numbers Dividing 3-Digit Numbers	Graphs and Tables Picture Graphs and Bar Graphs Multiplying and Dividing with 6, 7, 8, and 9 Multiplication Tables of 6, 7, 8, and 9	Multiplying and Dividing with 6, 7, 8, and 9 Fractions Fraction of a Whole Comparing Fractions	Fractions Equivalent Fractions Adding and Subtracting Fractions Measurement Meters and Centimeters, Kilometers, Liters and Milliliters, Kilograms and Grams Word Problems	Geometry Circles Angles/ Right Angles Triangles Using a Compass	Area and Perimeter Units of Area Area of Rectangle Area of Composite Figures Perimeter of Rectangles	Time Units of Time Money Dollars and Cents Adding and Subtracting Money REVIEW
Science *Core Knowledge*	Meteorology: Weather, Climate, Layers of the Atmosphere Evangelista Torricelli	Clouds, Wind, Weather Related Natural Hazards Benjamin Franklin Mary Anderson Joanne Simpson Classification of Animals	Classification of Animals	Social Instincts in Animals Ecology John Muir	Life Cycles Traits Gregor Mendel	Fossils	The Human Body: Human Vision Human Hearing Muscular System Skeletal System Nervous System	The Human Body: Human Vision Human Hearing Muscular System Skeletal System Nervous System	Forces Elijah McCoy
History & Geography *Core Knowledge*	Spatial Sense Important Rivers	Canada Ancient Rome	Ancient Rome	Ancient Rome	Vikings Earliest Americans	Earliest Americans Early Exploration	Early Exploration Southern Colonies	Southern Colonies New England Colonies	New England Colonies Mid-Atlantic Colonies
Literature *Core Knowledge* *Novels* *Poetry* *Biographies* ***Bolded poems are to recite***	Arabian Nights (Aladdin and the Wonderful Lamp and Ali Baba) The Jungle Book (Mowgli's Brothers, Kaa's Hunting, Tiger Tiger, and Rikki Tikki-Tavi) Poetry: **"For want of a Nail"** "Butter Betty"	The Jungle Book (Mowgli's Brothers, Kaa's Hunting, Tiger Tiger, and Rikki Tikki-Tavi) Black Beauty Poetry: **"A Flea, fly, and flue"** "The Frog"	Black Beauty Greek and Roman Mythology Poetry: **"The First Thanksgiving of All"**	Greek and Roman Mythology Folk Tales Poetry: **"Trees"** "The Wind Came Running"	Folk Tales Norse Mythology Poetry: **"The Sloth"**	The Princess and the Goblin Poetry: **"Seashell"** "Jimmy Jet"	The Princess and the Goblin Poetry: "Eletelephony" "Adventures of Isabel"	Farmer Boy Poetry: **"Break, Break, Break"** (Extend into May as needed)	Farmer Boy
Core Sayings *Core Knowledge*	Actions speak louder than words; Last straw	On its last legs	When in Rome do as the Romans do; Rome wasn't built in a day.	His bark is worse than his bite; The show must go on	Cold shoulder; A feather in your cap; Let bygones be bygones.	Rule the roost; Beat around the bush	Beggars can't be choosers.	Clean bill of health; Touch and go	One rotten apple spoils the whole barrel
Grammar *Well Ordered Language*	Pronouns, Prepositional Phrases, Compound Subjects, Verbs, and Direct Objects, and Analysis of Sentences								

Fourth Grade Curriculum Map – Pineapple Cove Classical Academy

	August/ Sept	October	November	December	January	February	March	April	May
Math *Singapore Math*	Whole Numbers and Multiples Addition and Subtraction Word Problems Multiples and Factors Common Multiples and Factors Prime and Composite Numbers	Multiplication Multiplying by 1- and 2-Digit Numbers Division Mental Division Estimation and Division Dividing 4-Digit Numbers Word Problems	Fractions Improper Fractions and Mixed Numbers Fractions and Division Adding and Subtracting Fractions Adding a Mixed Number and a Fraction Subtracting a Fraction from a Mixed Number	Multiplying a Fraction and a Whole Number Fraction of a Set Decimals Expressing Decimals as Fractions Comparing and Ordering Decimals Rounding Decimals	Continue: Decimals Expressing Decimals as Fractions Comparing and Ordering Decimals Rounding Decimals Addition and Subtraction of Decimals Multiplication and Division of Decimals	Measurement Customary Units of Length, Weight, and Capacity Fractions and Measurement	Area and Perimeter Area of Rectangles and Composite Figures Line Graphs and Line Plots	Angles Size of Angles Measuring and Drawing Angles Adding and Subtracting Angles Lines and Shapes Perpendicular and Parallel Lines Quadrilaterals Lines of Symmetry	Properties of Cuboids Nets of Cuboids Faces and Edges of Cuboids
Science *Core Knowledge* *Delta Science Reader*	Geology: Fossils, Weathering & Erosion, Rock Cycle Mountains	Geology: Plate Tectonics, Natural Hazards, Geographic Maps James Hutton	Natural Resources	Energy	Electricity & Magnetism Thomas Edison Lewis Latimer Michael Faraday	Waves Alexander Graham Bell	Structures & Functions in Organisms	Visual System Auditory System Louis Braille	Circulatory System Respiratory System; Charles Drew Elizabeth Blackwell
History *Core Knowledge*	Florida History	Florida History	Medieval Europe Medieval African Kingdoms	Medieval Europe Medieval African Kingdoms Islam and the Crusades	American Revolution	American Revolution	Making a Constitutional Government	Washington Adams Jefferson Jeffersonian American	Andrew Jackson
Geography *Core Knowledge*	Latitude and Longitude / Atlas skills / Spatial Sense	Florida Geography	Florida Geography / European Geography	European Geography		U.S. Colonies (including related world maps)			
Literature *Core Knowledge Novels* *Core Poetry*	*A Land Remembered* Poems: "Fog" "The Rhinoceros"	*Sleepy Hollow* *Rip Van Winkle(2 weeks)* *King Arthur* Poems: "Humanity" "Things"	*King Arthur* *Robin Hood* Poems: "Clouds" "The Pobble who Has No Toes"	*Robin Hood* *Saint George and the Dragon* Poem: "Afternoon on a Hill"	*Johnny Tremain* Poems: "Monday's Child" "Dreams"	*Johnny Tremain* Poems: "The Echoing Green" "Clarence"	*Anne of Green Gables* Poem: "The Drum"	*Anne of Green Gables* Poems: "Concord Hymn" "Paul Revere's Ride"	*Anne of Green Gables* Poems: "George Washington" "A Tragic Story"
Grammar *Well Ordered Language*	Kinds of Sentences & Principal Elements, Adverbs, Adjectives, Predicate Verbs & Direct Objects, Predicate Nominatives, Predicate Adjectives, Possessive Nouns								

Fifth Grade Curriculum Map – Pineapple Cove Classical Academy

	August/ Sept	October	November	December	January	February	March	April	May
Math *Singapore Math*	Whole Numbers Multiplying and Dividing by 10, 100, and 1,000 Writing and Evaluating Expressions Expressions with Parentheses Order of Operations Word Problems	Multiplication and Division Multiplying by a 2-Digit Number Dividing 2-, 3-, and 4-Digit Numbers by a 2-Digit Number Addition and Subtraction of Fractions	Multiplication and Division of Fractions Multiplying and Dividing Fractions by a Whole Number and by a Fraction Measurement Fractions and Measurement Conversions Fractions and Area Area of a Triangle	Measurement Fractions and Measurement Conversions Fractions and Area Area of a Triangle Volume of Solid Figures Cubic Units Volume of Cuboids Length of an Edge	Decimals Place Value to Thousandths Comparing and Rounding Decimals Multiply and Divide Decimals by 10, 100, and 1,000	Four Operations of Decimals Geometry Measuring Angles Classifying Triangles Sum of the Angles in a Triangle Quadrilaterals	Data Analysis and Graphs Line Plots Coordinate Graphs	Ratio Equivalent Ratios Finding a Quantity Word Problems Rate Finding the Rate Word Problems	Percentage Expressing Percentages as Fractions Percentages and Decimals Percentage of a Quantity Word Problems
Science *Core Knowledge* *Delta Science Reader*	Conservation of Matter, Properties of Matter, Mixtures, Solutions, Chemical Reactions John Dalton	Chemistry: Matter, Sates of Matter	Ecology Jan Van Helmont	Classification of Organisms Carl Linneaus	Plants & Animals: Structure, Reproduction, and Photosynthesis	Reproductive Life Cycles	Endocrine System, Reproductive System Percy Lavon Julian	Conservation of Earth's Spheres, Earth Systems	Astronomy
History *Core Knowledge*	Meso-American Civilizations	Renaissance & Reformation	England: The Golden Age to the Glorious Revolution	European Exploration and Trade	Early Russia/Feudal Japan	Westward Expansion before the Civil War	The Civil War and Reconstruction	Westward Expansion After the Civil War	Native American Cultures
Geography *Core Knowledge*	Longitude and Latitude/Cent and South America	Geography of Europe		Geography of the Spice Trades	Geography of Russia and Japan	Early U.S. Geography	U.S. Geography		
Literature *Core Knowledge Novels* *Core Poetry* *Biographies*	*Alice's Adventures in Wonderland* Poems: "The Tiger" "Jabberwocky"	*Tales of Sherlock Holmes* *Tales from Shakespeare* Poem: "A Wise Old Owl" "The Eagle"	*Don Quixote* Poems: "The Road Not Taken" "I Too"	*Don Quixote* Poem: "The Snow Storm"	*The Secret Garden* Poem: "A Bird came down the Walk" "Narcissa"	*The Secret Garden* Poems: "O Captain! My Captain!" "A Poison Tree"	*Narrative of the Life of Frederick Douglass (abridged);* Poems: "I Hear America Singing" "Battle Hymn of the Republic"	*The Adventures of Tom Sawyer* Poems: "Casey at the Bat" "Barbara Frietchie"	*The Adventures of Tom Sawyer* Poems: "The Arrow and the Song" "I like to see it lap the Miles" "Some Opposites"
Composition & Logic	Active Reading, Paragraph structure, POWER planning	The multi-paragraph composition	Writing a thesis sentence and using it in a multi-paragraph composition	Essay Structure	Review essay structure and incorporating quotes into a paper effectively	Planning and editing a longer paper - practice activities	Guided research and working on a 5 page research paper	Research Paper	Letter Writing (Washington, Jefferson, Adams)
Grammar *Well Ordered Language*	Prepositional Phrases, Compound Elements, Subject Pronouns, Object Pronouns, Possessive Pronouns, Interrogative Pronouns, Compound Sentences, Relative Pronouns & Relative Clauses								
Greek and Latin Roots	*English from the Roots Up*, Joegil K. Lundquist								

Sixth Grade Curriculum Map – Pineapple Cove Classical Academy

	August/ Sept	October	November	December	January	February	March	April	May
Math *Singapore Math*	Whole Numbers Order of Operations Factors and Multiples Multiplication and Division	Fractions Multiplication and Division of Fractions Decimals Addition, Subtraction, Multiplication, and Division of Fractions Metric Measurements and Decimals	Negative Numbers Comparing Positive and Negative Numbers Ratios Equivalent Ratios Ratios and Fractions	Rate Average and Rate Unit Rate Speed Percent Meaning of Percent Percentage of a Quantity	Algebraic Expressions Writing and Evaluating Algebraic Expressions	Area of Plane Figures Area of Rectangles and Parallelograms, Triangles, and Trapezoids	Volume & Surface Area of Solids Volume of Rectangular Prisms Surface Area of Prisms Displaying & Comparing Data Statistical Variability Displaying Numerical Data	Equations & Inequalities Coordinates & Graphs The Coordinate Plane Distances between Coordinate Pairs Changes in Quantities	REVIEW
Science *Core Knowledge* *Delta Science Reader*	Astronomy Isaac Newton	Plate Tectonics Alfred Wegener	Oceans	Oceans	Energy Marie Curie	Energy Transfer Lewis Latimer James Joule	Heat & Energy Transfer	Human Body: Circulatory & Lymphatic System	Immune System/Diseases
History *Core Knowledge*	World Deserts Ancient Greece & Rome	Ancient Greece & Rome	Ancient Greece & Rome	Judaism & Christianity	Industrialization, Capitalism & Socialism	Enlightenment French Revolution	The French Revolution & Romanticism	Latin American Independence	Immigration Industrialization Urbanization Reformers
Latin	*Grammar School Latin*								
Literature *Core Knowledge Novels* *Core Poetry* *Biographies*	*Classical Mythology* Poems: "There is no Frigate Like a Book" "Nothing Gold Can Stay"	*The Children's Homer* Poems: "Stopping by Woods on a Snowy Evening" "A Narrow Fellow in the Grass"	*The Children's Homer* Poems: "All the World's a Stage" "Under the Greendwood Tree"	*The Prince & the Pauper* Poems: "All the World's a Stage" "Under the Greendwood Tree	*The Prince & the Pauper* Poems: "If"	*The Scarlet Pimpernel* Poems:	*The Scarlet Pimpernel* Poems:	*The Scarlet Pimpernel* Poems: "The Walloping Window Blind"	Shakespeare's Sonnets Poems: "The Walloping Window Blind":
Economics				Adam Smith, division of labor, laissez-faire, supply and demand, capitalism, socialism, Karl Marx, free market, inflation, standard of living, strike			Corporation, investor, labor unions, merchant, rebate, trust, Andrew Carnegie, John Rockefeller, Samuel Gompers, American Federation of Labor, trade, monopoly, depression		
Composition	Notetaking & Outlines Writing from Notes	Retelling Narrative Stories	Summarizing a Reference	Writing from Pictures	Writing from Pictures	Summarizing Multiple References	Summarizing Multiple References	Inventive Writing	Inventive Writing
Grammar *Well Ordered Language*	Adverbs & Adjectives, Predicate Verb, Nominative, and Adjective, Prepositional Phrases, Personal Pronouns, Sensory Linking Verbs, Indirect Objects, Interrogative Pronouns, Relative (Adjectival) Clauses, Adverbial Elements, Adverbial Clauses, Reflective Pronouns, Verbals- Participles, Gerunds, and Infinitives, Types of Sentences Simple, Compound, Compound-Complex								

Pineapple Cove Classical Academy at Palm Bay



6162/6164 Minton Road NW
Palm Bay, 32907
Telephone: 321-802-9500

ADMINISTRATION

Dr. Kelly Gunter, Director of School Operations
Mrs. Lisa Wheeler, Principal
Mrs. Michelle Johns, Assistant Principal of Academic Affairs
Ms. Stacey Gilbert, Assistant Principal of Student Affairs
Mrs. Leslie Hayford, Student Services Coordinator

GUIDANCE DEPARTMENT

Mrs. Jennifer Welte, Academic Advisor
Ms. Madalyn Opalsky, Guidance Counselor
Mrs. Kendra Appleton, Registrar

ACCREDITATION

As of Spring 2022, Pineapple Cove Classical Academy is accredited by Cognia for the accreditation period of 2022-2027.

Learn the true, do the good, love the beautiful

MISSION STATEMENT

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

OUR VIRTUES

Courage
I will do the right thing even when it is the unpopular decision
Courtesy
I will be polite, use manners, and maintain a positive attitude all of my daily interactions
Honesty
I will speak the truth and act truthfully with myself and others
Perseverance
I will be persistent in my efforts despite difficulty or delay in achieving success
Self Government
I will use self control in my actions and interactions with others
Service
I will seek to help others through my words and deeds

EDUCATIONAL PHILOSOPHY

The Board of Directors requires that all scholars receive a classical, liberal education. To this end, the BOD has determined the following educational priorities. Basic cognitive skills and academic fundamentals: reading/writing/mathematics; Core subjects: English language and literature; history, geography, and government; physical and biological sciences; mathematics; Other classical subjects: music; art; Latin; Auxiliary subjects: foreign languages, physical education, performing arts, other social sciences; and extracurricular activities as defined by the Principal. Scholars will change classrooms individually to meet with subject matter specialists. The 7-12 curriculum will follow the recommendations of Hillsdale College with modifications to the course sequence as outlined by State and District standards. Teachers must develop their courses under the direction of the Principal, who is the chief academic leader and accountable to the BOD.

A classical education is a liberal arts education intended to equip scholars for virtuous, knowledgeable, and happy lives. Our scholars will be engaged citizens and intellectually rigorous contributors, well qualified for future studies in law, medicine, business, engineering, technology, theology or any other professional or vocational pursuit.

In the humanities, students engage in Socratic discussion, as teachers propose questions based on close readings of complete works. Freshmen read *The Iliad* and *The Aeneid* and delve into the works of historians and philosophers, such as Thucydides, Herodotus, Plato, and Plutarch. In their sophomore year, students read Hawthorne, Melville, Fitzgerald and Twain, while considering the growth and development of the United States in History. Scholars encounter British Literature such as *Beowulf*, Chaucer, Dickens, and Austen in their junior year, and complete courses in American Government and Economics. They read the founding documents, as well as the influential Federalist papers, and the presidents, authors, and activists of the 19th century. Finally, the seniors focus on modern times with works by Fyodor Dostoyevsky, Aldous Huxley, Joseph Conrad, and a study of ancient and modern philosophy culminating in their senior thesis.

Mathematics and science classes place an emphasis on the search for truth and beauty and the primacy of logic (including Euclidean Geometry), as well as deductive reasoning as students move from foundational to more advanced courses.

During the senior year, scholars are required to take Moral Philosophy, write a Senior Thesis, and defend it before faculty members and peers. Students are required to complete a minimum of three years of world language; two of the years must be in Latin.

Scholars may continue to build upon music theory and art history by participating in performance ensembles and advanced art classes. Other electives are offered in the humanities and physical education.

HISTORY AND ENGLISH/LANGUAGE ARTS: Readings and Topics by Graduation Cohort

Class of 2026

	2019-20 6th Grade	2020-21 7th Grade	2021-22 8th Grade	2022-23 9th Grade	2023-24 10th Grade	2024-25 11th Grade	2025-26 12th Grade
History		Civics/ late 19th Century-WWII	20th Century after WWII	Ancient Civilizations, Greece, Rome	U.S. History Colonies to Present	Government and Economics	World History: Reformation to Present Philosophy and Senior Thesis
ELA	*Children's Homer, Macbeth, Prince and the Pauper, Scarlet Pimpernel, Greek Myths Well-Ordered Language* (Grammar)	*Fahrenheit 451, Call of the Wild, Christmas Carol, Dr. Jekyll and Mr. Hyde, Romeo and Juliet, Well-Ordered Language* (Grammar)	*To Kill a Mockingbird, Lord of the Flies, Much Ado About Nothing, Robinson Crusoe, Get Smart* (Grammar)	*Iliad, Odyssey, Aeneid*	*Scarlet Letter, Huck Finn, The Great Gatsby, Billy Budd,* "The Snows of Kilimanjaro," "Barn Burning," "Bernice Bobs Her Hair," "Self Reliance"	*Beowulf, Canterbury Tales, Paradise Lost, Henry V, A Tale of Two Cities, Pride and Prejudice*	*1984, Hamlet, Crime and Punishment, Heart of Darkness, Metamorphosis*

Class of 2027

	2020-21 6th Grade	2021-22 7th Grade	2022-23 8th Grade	2023-24 9th Grade	2024-25 10th Grade	2025-26 11th Grade	2026-27 12th Grade
History		Civics/ late 19th Century-WWII	20th Century after WWII	Ancient Civilizations, Greece, Rome	U.S. History Colonies to Present	Government and Economics	World History: Reformation to Present Philosophy and Senior Thesis
ELA	*Children's Homer, Macbeth, Prince and the Pauper, Scarlet Pimpernel, Greek Myths Well-Ordered Language* (Grammar)	*Fahrenheit 451, Call of the Wild, Christmas Carol, Dr. Jekyll and Mr. Hyde, Romeo and Juliet, Well-Ordered Language* (Grammar)	*To Kill a Mockingbird, Lord of the Flies, Much Ado About Nothing, Frankenstein, Well-Ordered Language* (Grammar)	*Iliad, Odyssey, Aeneid, The Oedipus Cycle, Julius Caesar*	*Scarlet Letter, Huck Finn, The Great Gatsby, Billy Budd,* "The Snows of Kilimanjaro," "Barn Burning," "Bernice Bobs Her Hair," "Self Reliance"	*Beowulf, Canterbury Tales, Dante's Inferno, Paradise Lost, Macbeth, A Tale of Two Cities, Pride and Prejudice*	*1984, Hamlet, Crime and Punishment, Heart of Darkness, Metamorphosis*

Class of 2028

	2021-22 6th Grade	2022-23 7th Grade	2023-24 8th Grade	2024-25 9th Grade	2025-26 10th Grade	2026-27 11th Grade	2027-28 12th Grade
History		Civics/ late 19th Century-WWII	20th Century after WWII	Ancient Civilizations, Greece, Rome	U.S. History Colonies to Present	Government and Economics	World History: Reformation to Present Philosophy and Senior Thesis
ELA	*Children's Homer, Macbeth, Prince and the Pauper, Scarlet Pimpernel, Greek Myths Well-Ordered Language* (Grammar)	*Fahrenheit 451, Call of the Wild, Christmas Carol, Dr. Jekyll and Mr. Hyde, Romeo and Juliet, Well-Ordered Language* (Grammar)	*To Kill a Mockingbird, Lord of the Flies, Much Ado About Nothing, Frankenstein, Get Smar*t (Grammar)	*Iliad, Odyssey, Aeneid, The Oedipus Cycle, Julius Caesar*	*Scarlet Letter, Huck Finn, The Crucible, The Old Man and the Sea,* "A Good Man is Hard to Find"	*Beowulf, Canterbury Tales, Dante's Inferno, Paradise Lost, Henry V, A Tale of Two Cities, Pride and Prejudice*	*1984, Hamlet, Crime and Punishment, Heart of Darkness, Metamorphosis*

Class of 2029

	2022-23 6th Grade	2023-24 7th Grade	2024-25 8th Grade	2025-26 9th Grade	2026-27 10th Grade	2027-28 11th Grade	2028-29 12th Grade
History		Exploration to Westward Expansion, Civics	Antebellum to World War 2	Review of Ancient world, 500 AD to Reformation	Cold War to War on Terror, US History EOC Review	Government and Economics	Modern World History: 1500-1919 Philosophy and Senior Thesis
ELA	*Children's Homer, Macbeth, Prince and the Pauper, Scarlet Pimpernel, Greek Myths Well-Ordered Language* (Grammar)	*Fahrenheit 451, Call of the Wild, Christmas Carol, Dr. Jekyll and Mr. Hyde, Romeo and Juliet, Well-Ordered Language* (Grammar)	*To Kill a Mockingbird, Lord of the Flies, Much Ado About Nothing, Frankenstein, Get Smart* (Grammar)	*Iliad, Odyssey, Aeneid, The Oedipus Cycle, Julius Caesar*	*Scarlet Letter, Huck Finn, The Crucible, The Old Man and the Sea,* "A Good Man is Hard to Find"	*Beowulf, Canterbury Tales, Dante's Inferno, Paradise Lost, Macbeth, A Tale of Two Cities, Pride and Prejudice*	*1984, Hamlet, Crime and Punishment, Heart of Darkness, Metamorphosis*

Class of 2030

	2023-24 6th Grade	2024-25 7th Grade	2025-26 8th Grade	2026-27 9th Grade	2027-28 10th Grade	2028-29 11th Grade	2029-30 12th Grade
History		Exploration to Westward Expansion, Civics	Antebellum to World War 2	Review of Ancient world, 500 AD to Reformation	Cold War to War on Terror, US History EOC Review	Government and Economics	Modern World History: 1500-1919 Philosophy and Senior Thesis
ELA	*Children's Homer, Macbeth, Prince and the Pauper, Scarlet Pimpernel, Greek Myths Well-Ordered Language* (Grammar)	*Fahrenheit 451, Call of the Wild, Christmas Carol, Dr. Jekyll and Mr. Hyde, Romeo and Juliet, Get Smart* (Grammar)	*To Kill a Mockingbird, Lord of the Flies, Much Ado About Nothing, Frankenstein, Stay Smart* (Grammar)	*Iliad, Odyssey, Aeneid, The Oedipus Cycle, Julius Caesar*	*Scarlet Letter, Huck Finn, The Crucible, The Old Man and the Sea,* "A Good Man is Hard to Find"	*Beowulf, Canterbury Tales, Dante's Inferno, Paradise Lost, Henry V, A Tale of Two Cities, Pride and Prejudice*	*1984, Hamlet, Crime and Punishment, Heart of Darkness, Metamorphosis*

Class of 2031

	2024-25 6th Grade	2025-26 7th Grade	2026-27 8th Grade	2027-28 9th Grade	2028-29 10th Grade	2029-30 11th Grade	2030-31 12th Grade
History		Exploration to Westward Expansion, Civics	Antebellum to World War 2	Review of Ancient world, 500 AD to Reformation	Cold War to War on Terror, US History EOC Review	Government and Economics	Modern World History: 1500-1919 Philosophy and Senior Thesis
ELA	*Children's Homer, Macbeth, Prince and the Pauper, Scarlet Pimpernel, Greek Myths Well-Ordered Language* (Grammar)	*Fahrenheit 451, Call of the Wild, Christmas Carol, Dr. Jekyll and Mr. Hyde, Romeo and Juliet, Get Smart* (Grammar)	*To Kill a Mockingbird, Lord of the Flies, Much Ado About Nothing, Frankenstein, Stay Smart* (Grammar)	*Iliad, Odyssey, Aeneid, The Oedipus Cycle, Julius Caesar*	*Scarlet Letter, Huck Finn, The Crucible, The Old Man and the Sea,* "A Good Man is Hard to Find"	*Beowulf, Canterbury Tales, Dante's Inferno, Paradise Lost, Henry V, A Tale of Two Cities, Pride and Prejudice*	*1984, Hamlet, Crime and Punishment, Heart of Darkness, Metamorphosis*

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HIGH SCHOOL CURRICULUM
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NOTE: Portions of this handbook may be subject to change due to any future Florida legislative and/or Brevard County School Board action.

OFFICE OF SCHOLAR SERVICES

School counselors and other professional staff from the Office of Scholar Services play a significant role in creating a positive climate. They provide assistance to scholars in developing their academic skills, broadening their educational experiences, and overcoming challenges that could interfere with their academic development. Some of the areas of responsibility of the Office of Scholar Services are as follows:

- Attendance
- Child abuse and neglect prevention services
- Dropout prevention
- Foreign exchange programs
- Health services for Homeless/children in transition
- Home education
- English for Speakers of Other Languages (ESOL)
- Missing children
- Social Emotional Supports
- Safe schools program scholar records
- School counseling
- Scholar-parent program
- Vision and hearing screening

JUNIOR HIGH

Program of Study

Scholars should select their program of study carefully. Course selections should be made to fulfill requirements both for graduation and postsecondary plans. This booklet is designed to assist scholars and parents in meeting those requirements. As always, please consult your counselor and teachers for additional information concerning course content and selection.

Selection of Courses

All Brevard County secondary scholars must attend a regularly scheduled instructional day.

Junior High Course Selection

Middle school scholars in grades 7-8 must select the following subjects areas each school year:

- Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Electives

All scholars are required to enroll in a full course load.

Promotion from 6th to 7th and 7th to 8th Grade

Students must have completed the following:

- ❖ Receive a yearly passing grade in four (4) major academic subjects (Language Arts, Mathematics, Science, and Social Studies)
- ❖ Attendance- in compliance with School Board Policy 5200.

Promotion to High School (Grade 9)

Starting with 6th grade, a scholar must successfully complete the following:

- ❖ Three middle grades or higher courses in English Language Arts (ELA)
- ❖ Three middle grades or higher courses in mathematics
- ❖ Three middle grades or higher courses in social studies (one of these courses must be a civics course)
- ❖ Three middle grades or higher courses in science
- ❖ One Career and Education Planning course

In addition, scholars must meet the district attendance requirements.

Junior High Grading

Homework and Classwork

Homework is a fundamental part of our general academic program. It prepares scholars for high school and for entry into the working world upon graduation. It also helps develop a strong work ethic and habits of organization. The immediate educational purpose of homework is:

- to reinforce skills, concepts, and knowledge learned in class;
- to develop good skills and habits of study;
- to practice skills and reinforce knowledge in ways that are not readily accomplished in the classroom;
- to work on assignments, such as the writing of papers, and prepare for exams that require a great deal of sustained, individual attention;
- to prepare for the following day's work so that the most can be made of class time; and
- to inform parents of what is being taught in the classroom.

In addition to regular classroom assignments, we would like each child to read, or be read to, at least three times a week and preferably every day. Going to college is not necessarily a goal for everyone, but becoming a thoughtful reader should be if one hopes to be knowledgeable, wise, insightful, and competitive throughout one's lifetime. We believe that becoming a competent reader is critical to being a good scholar and the first step to being able to explore the world. Reading to a child encourages the child's growth and also elevates and informs conversation

within the family. In the upper grades, the extra reading time (roughly half an hour) allows for the increasing length of great works of literature. The expected homework time allotment for each grade is as follows:

- Grade 7 - 70 minutes plus reading time
- Grade 8 - 80 minutes plus reading time

The designated times serve as guidelines and may vary depending on the work assigned on a given day, the schedule, the scholar's organizational skills and study habits, the varying abilities of the scholars, and the nature of the assignments. Scholars are expected to learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor. Advanced or honors classes may require additional homework time. It is generally understood that writing papers and studying for exams take more time than regular classroom assignments. For that reason, the end of a term does result in a peak in the homework load (followed by a break, fortunately). Nonetheless, teachers will make every effort to provide assignments well in advance, and scholars will be encouraged to work steadily on those longer assignments, so that they can manage their homework alongside other activities and adequate sleep.

In the Jr./Sr. High School, weekends and breaks will, for the purposes of homework, be considered one day rather than two or more. For poor or incomplete work, teachers may require scholars to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher. So-called "passes" that allow scholars not to do homework for a day will not be entertained at Pineapple Cove Classical Academy.

Grading Scale

Pineapple Cove Classical Academy uses a 4.0 grading scale. The following grading scale has been established by Florida Statute 1003.437 and is used in all Brevard County secondary schools.

90 - 100= A
80 - 89 = B
70 - 79 = C
60 - 69 = D
0 - 59 = F

To average semester grades, the teacher doubles the average of each grading period, adds the semester exam grade, and divides by five. The teacher may use either numerical averages or letter grades, with the following values assigned: A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points.

Parents and scholars should be regularly informed of the scholar's progress. Each course will be comprised of the following weighted categories:

- Tests 40%
- Quizzes 30%
- Classwork 20%
- Homework 10%

"Extra credit," whether to make up for work not turned in on time or to increase a scholar's grade, will be discouraged at Pineapple Cove Classical Academy.

Semester Examinations

Semester examinations shall be required for most junior high school courses. Semester and/or Final Exams are not permitted to be taken early under any circumstances unless approved by the principal. If a scholar does not take their final exam on the scheduled day, they will receive a zero. Once a scholar takes their semester or final exam, the grade will be recalculated. In calculating the semester average (for 7th and 8th grades), each nine-week mark shall count as 40% of the semester grade and the Semester Exam will count as 20%. In calculating the final yearly average, the average of both semester grades will be taken. First semester exams must be completed by the last day of the first semester, and second semester final exams must be completed by the last day of school. If final exam make-ups are not completed within the designated due dates, the final grade will remain.

Course Exceptions to the Above Grading Criteria:
End of Course Exams (EOC) are required for Civics, Algebra 1, and Geometry. Final Course Grade for EOC courses will be calculated and determined as follows: 1st Semester Average = 35%; 2nd Semester Average= 35%; EOC Exam = 30%

Physical Education (PE) – Grades for PE will be dependent on participation and scholars dressing out for class. Scholars will follow their schedule to determine PE days and be prepared to dress out on those days. It is imperative that scholars maintain proper hygiene and always have a clean uniform to dress out in on their scheduled PE days.

Late Assignments/Absences

Late work will be accepted with the following penalties: Submission one day after the due date will result in a 15% reduction of the score earned (e.g. A score of 80% will be reduced to 65%). Work turned in two days late will result in a 50% reduction of the score earned (e.g. A score of 80% will be reduced to 30%). Work turned in three days late or more will receive no credit. Scholars who are absent will have two days for each day absent to make-up work. Graded classwork and assessments must be made up at the school. If needed, scholars may be invited to stay after school on Fridays to make-up work missed due to absence. If a scholar receives a failing grade for attendance (absences exceed 9 unexcused days per semester), all grades above 60% will be lowered to 59% and the scholar will receive an "FA" for the course(s) exceeding 9 absences. Grades below 59% will be recorded as earned.

Grade Forgiveness

Grade forgiveness policies shall be made for a scholar in the middle grades who takes any high school course for high school credit and earns a grade of "C," "D," or "F". In such a case, the district forgiveness policy must allow the replacement of the grade with a grade of "C" or higher earned subsequently in the same or comparable course.

Note: Comparable is defined as a course in the same subject area. The subject area of a course shall be determined by the subject area listed in the FLDOE Course Code Directory unless otherwise noted by the district.

Tutoring

Pineapple Cove Classical Academy offers tutoring for scholars in need of additional academic instruction during the school year for a nominal fee. Additional instruction is offered by subject for Jr./Sr. high school scholars. The tutoring program is offered each semester and is also dependent upon tutor availability.

Teacher Conferences

Parent/Teacher conferences are scheduled in the fall and spring semesters, generally in the evening. Arrangements for additional conferences may be made with your child's teacher before or after school hours, or during a teacher's planning time.

Academic Textbooks and Supplies

Scholars will receive a variety of books and materials. All books and materials will be marked as Pineapple Cove Classical Academy property. Materials that are loaned or given to scholars are to be treated appropriately. Scholars are responsible for these materials. If materials given or loaned to a scholar are lost or damaged the scholar must pay for any needed replacement. In the case that reimbursement has not been made to Pineapple Cove Classical Academy for lost or damaged materials, no further materials will be issued to that scholar until the past due fees are paid and report cards may be withheld.

Reporting

For scholars to be successful, both they and their parents should be informed of their standing in class. In addition to the regular grading of assignments, the following means will be employed to inform parents of their scholar's academic progress: Soon after the beginning of the year, teachers will provide an interim report of the scholars' progress through FOCUS. FOCUS will be used to track scholar progress. Parents should monitor scholar progress.

Interim reports are posted in FOCUS halfway through each quarter to all scholars. Report Cards are posted to FOCUS at the end of each quarter. Once a semester (after the first and third quarters), parent-teacher conferences will occur to discuss the scholars' academic progress.

Schedule Changes

There will be no class schedule changes during the semester unless it is deemed in the best interest of the scholar by the school as determined by the Principal.

Plagiarism

Plagiarism will not be tolerated by any teacher in any subject. The entire system of assessment rests on the assumption that the work a scholar turns in is a scholar's own. Plagiarism compromises this system, is unfair to other scholars in the class who do their own work, and

constitutes a form of theft of others' ideas and labor. Plagiarism is defined as the appropriation of another's ideas or words in order to present them as one's own. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply paraphrasing an author's words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited. Teachers will provide the guidelines of acceptable citation. When in doubt, the scholar has the responsibility to ask how an author should be used in an assignment. Whenever a scholar has been caught plagiarizing, the following process will be followed. The teacher will keep a copy of the scholar's assignment and, whenever possible, a copy of the work in question. The teacher will discuss the matter with the scholar. The teacher will issue a disciplinary referral if plagiarism or cheating has occurred. Either the teacher or the Principal will inform the scholar's parent of plagiarism or cheating. The scholar will receive a grade of zero on the assignment if it is the first offense. Instances of plagiarism or cheating may be placed in the scholar's permanent record.

Junior High Athletic Eligibility

FOR 7TH GRADERS: 7th graders who are regularly promoted from the 6th grade are eligible to participate during the first semester of 7th grade based on their second semester 6th grade GPA. Any 7th grader who has a 2.5 or higher GPA from the first semester of 7th grade will be eligible for athletic competition during the second semester of 7th grade.

FOR 8TH GRADERS: 8th graders are eligible to participate during the first semester of 8th grade based on their second semester 7th grade GPA. Any 8th grader who has a 2.5 or higher GPA from the first semester of 8th grade will be eligible for athletic competition during the second semester of 8th grade.

High School Credit

Scholars have the opportunity to take high school credit starting in 7th grade. The following courses may be taken in middle school and receive high school credit:

- Latin 1
- Algebra 1(Honors)
- Geometry (Honors) (requires successful completion and credit earned in Algebra)
- Career Research and Decision Making

Please see the High School Curriculum portion of this guide for information about these courses.

JUNIOR HIGH CURRICULUM

Honors/Advanced courses offer scaffolded learning opportunities for scholars to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic

setting. Scholars are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc.

Note: Academic rigor is more than simply assigning to scholars a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, scholars are challenged to think and collaborate critically on the content they are learning.

Language Arts

M/J Language Arts 2 Advanced
1001050
1.0 credit
The purpose of this course is to provide grade 7 scholars, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

M/J Language Arts 3 Advanced
1001080
1.0 credit
The purpose of this course is to provide grade 8 scholars, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Mathematics

M/J Grade 7 Mathematics
1205040
1.0 credit
In grade 7, instructional time will emphasize five areas: (1) recognizing that fractions, decimals and percentages are different representations of rational numbers and performing all four operations with rational numbers with procedural fluency; (2) creating equivalent expressions and solving equations and inequalities; (3) developing understanding of and applying proportional relationships in two variables; (4) extending analysis of two- and three-dimensional figures to include circles and cylinders and (5) representing and comparing categorical and numerical data and developing understanding of probability.

M/J Accelerated Math Grade 7

1205050
1.0 credit
In this Grade 7 Advanced Mathematics course, instructional time should focus on five critical areas: (1) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; (2) drawing inferences about populations based on samples; (3) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (4) grasping the concept of a function and using functions to describe quantitative relationships; and (5) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

M/J Grade 8 Pre-Algebra
1205070
1.0 credit
Includes formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Science

M/J Comprehensive Science 2 Advanced
2002080
1.0 credit
Includes problem-solving, measurement, safety procedures, earth systems, genetics, energy transfers within systems, interactions of science with technology and society, limiting factors in ecosystems, inheritance patterns, trophic levels, and the relationship between temperature and molecular kinetic energy. Scholars will design and conduct scientific investigations demonstrating skill and knowledge in a variety of scientific areas.

M/J Comprehensive Science 3 Advanced
2002110
1.0 credit
Includes problem-solving, measurement, safety procedures, electromagnetic energy, space science, comparative astronomy, carbon cycle, structure and organization of matter, interactions of science with technology and society, photosynthesis, cellular respiration and atomic theory. The scholars will design and conduct scientific investigations demonstrating skills and knowledge in a variety of scientific areas.

Social Studies/History

M/J Civics Advanced
2106020
1.0 credit
The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War provides the framework for this civics education. The course is embedded with strong geographic and economic components to support civic education instruction.

M/J U.S. History Advanced
2100020
1.0 credit
Primary content emphasis for this course pertains to the study of American history and world History from the end of the 19th century, through the achievements, failures, and advancements of the 20th century into the 21st century. Scholars will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that scholars can clearly see the relationship between cause and effect in historical events, scholars should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

M/J United States History Advanced & Career Planning
2100025
1.0 credit
Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms.

World Languages

M/J Beginning Latin
0706000
1.0 credit
M/J Latin Beginning introduces scholars to the target language and its culture. scholars will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

Research and Critical Thinking

M/J Grade 7 Digital Discoveries
0200022
0.5 credit
Digital Discoveries introduces students to computer science as a vehicle for problem-solving, communication, and personal expression. The course focuses on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression.

M/J Grade 8 Digital Discoveries
0200023
0.5 credit
Digital Discoveries introduces students to computer science as a vehicle for problem-solving, communication, and personal expression. The course focuses on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression.

M/J Computer Science Discoveries 1
0200010
0.5 credit
Computer Science Discoveries 1 introduces students to computer science as a vehicle for problem-solving, communication, and personal expression. The course focuses on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression.

M/J Career Research and Decision Making
1700060
0.50 credit
The purpose of this course is to enable students to explore careers/career clusters and make informed career choices. Activities enable students to increase self-awareness and develop the skills needed to successfully plan for postsecondary education and the workplace. Career assessment should include interests, aptitudes, and basic skills. Work-based learning strategies

appropriate for this course include job shadowing, field trips, and mentors. Work-based activities allow students to evaluate their career choices as they relate to actual careers at the worksite. The content should include, but not be limited to, the following: self-awareness to include interests, values, skills, learning styles, etc.; goal-setting and decision-making processes; exploring careers/career clusters and educational requirements; postsecondary education and training opportunities; workplace skills such as communication, teamwork, problem-solving, time management, computer, etc.; and career and education planning.

M/J Critical Thinking
1700100
1.0 credit
The purpose of this course is to enable scholars to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and nonacademic endeavors. The content should include, but not be limited to, the following: strategies for acquiring, storing, and retrieving information, strategies for oral and written communication, critical-thinking operations, processes, and enabling skills, problem-solving skills and strategies, strategies for linking new information with prior knowledge.

Learning Strategies
7863090
1.0 credit
Enables scholars with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings.

NOTE: Can be taken multiple times for credit.

Physical Education

M/J Team Sports Grade 7
1508020
0.50 credit
The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

M/J Extreme/ Alternative Sports Grade 8
1508040
0.50 credit
The purpose of this course is to provide the skills, knowledge, and motivation necessary for participation in non-traditional forms of physical activity. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

Visual and Performing Arts

M/J Visual Art 1
0101100
0.50 credits
Students are introduced to the rigor and routine of the art production process including: planning, producing, and reflecting on art. With an emphasis on studio arts, students explore a wide range of 2-D and 3-D media, skills, and techniques, as related to contemporary and historical art perspectives. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students develop technical skills, foster their expressive abilities, and employ the use of the elements of art throughout the production process.

M/J Visual Art 2
0101110
0.50 credits
Scholars investigate contemporary and historical art themes using 2D and 3D media, skills, and techniques; while engaging in the art production process within a studio arts environment. Projects may include but are not limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Scholars create new meaning from various media formats, and communicate artistic ideas through the intentional use of the elements of art within their work. Scholars interpret meaning in their artwork and the artwork of others through discussion, on various artistic concepts, viewpoints, and themes; drawing their own conclusions and employing this knowledge both expressively and technically.

M/J Basic Music Theory
1300025
0.50 credits
In this introductory theory course, students develop fluency in reading and writing music, as well as knowledge of basic form. Acquisition of basic aural and keyboard skills provides students with skills to express themselves creatively through music. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside of the school day to support, extend, and assess learning in the classroom.

M/J Understanding Music
1300030
0.50 credit
Scholars engage in an exploratory study of music through the examination of significant composers and their compositions across selected musical eras and/or genres. Scholars will also learn about modern and historical instruments, and gain a rudimentary understanding of the elements of music in order to develop strategies for listening to and appreciating musical works. Scholars may be expected to attend one or more performances outside of the school day to support and extend learning in the classroom.

M/J Chorus 1

1303000
1.00 credit
Students with little or no choral experience develop beginning vocal technique and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time.

M/J Chorus 2
1303010
1.00 credit
Students build on previous choral experience to expand vocal, technical, musical and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response. Admission is by teacher approval.

HIGH SCHOOL

Program of Study
Scholars should select their program of study carefully. Course selections should be made to fulfill requirements both for graduation and postsecondary plans. This guide is designed to assist scholars and parents in meeting those requirements. As always, please consult your counselor and teachers for additional information concerning course content and selection.

Selection of Courses
Pineapple Cove Classical Academy scholars must attend a regularly scheduled instructional day.

High School Promotion Requirements

9th Grade to 10th Grade
- Enrollment - Been enrolled one (1) year in the 9-12 sequence;
- Credits - Earn at least five (5) credits (block schools – six (6) credits);
- Attendance- in compliance with with School Board Policy 5200.

10 Grade to 11th Grade
- Enrollment - Been enrolled two (2) years in the 9-12 sequence;
- Credits - Earn at least eleven (11) credits;
- Earn two (2) credits in language arts;
- Earn two (2) credits in mathematics;
- Attendance- in compliance with with School Board Policy 5200.

11th Grade to 12th Grade
- Enrollment - Been enrolled three (3) years in the 9-12 sequence;
- Credits - Earn at least eighteen (18) credits;
- Earn three (3) credits in language arts;
- Earn three (3) credits in mathematics;

- ❖ Attendance- in compliance with with School Board Policy 5200.

Promotion Notes

- ❖ Must meet all End of Course Assessments and statewide, standardized assessment requirements by graduation per Florida Statute.
- ❖ To be classified as a freshman (9th grade), a scholar must have been promoted from grade eight (8).
- ❖ Exceptions to the number of years spent in the 9-12 sequence for reclassification may be granted to scholars who are in a planned acceleration program. (Early High School Graduation option). (s.1003.4281 F.S.) The term "early graduation" means graduation from high school in less than eight (8) semesters or the equivalent. Please see Administration for more information.
- ❖ For data entry purposes regarding the graduation date - the final transcript should reflect a graduation date of one school day following the completion of the graduation requirements.

Graduation Requirements

Graduation is the completion of all requirements to receive a high school diploma. A district school board must adopt rules for admitting, classifying, promoting, and graduating scholars to and from various schools of the district. Additionally, a school board may adopt courses of study for use in the schools of the district.

To be awarded a high school diploma, a scholar must have completed the following:

- ❖ Completed all credit requirements as defined by: Brevard Public Schools twenty-six (26)-Credit Graduation Option
- ❖ Met the district attendance- in compliance with with School Board Policy 5200 and be enrolled at the graduation school for at least the last semester;
- ❖ Passed the required state assessments, if applicable, in order to qualify for a standard diploma (10th Grade statewide, standardized Reading, and Algebra 1 EOC Assessment);
- ❖ Demonstrated satisfactory mastery of the scholar Performance Standards in ELA (Reading), writing, mathematics, science, and social studies as documented in accordance with procedures described in administrative guidelines;
- ❖ A minimum cumulative unweighted grade point average of 2.0 based on a 4.0 scale (s. 1003.4282(6)(a) F.S.). The required GPA must be based on all courses taken, except courses forgiven under state and district forgiveness policies. (s.1003.4282(6) F.S.);
- ❖ Received the principal's approval for graduation.

Below provides a chart that lists the specific graduation requirements for scholars currently in high school. In addition to the Standard High School Diploma, scholars have the option to earn a Scholar Designation and/or a Merit Designation.

Subject Area	Patriot Core Track	Patriot Scholar Track

English/ Language Arts	4.0 Credits ● Classical Literature (1.0), British Literature (1.0), American Literature (1.0), Modern Literature (1.0)	4.0 Credits ● Classical Literature (1.0), British Literature (1.0), American Literature (1.0), Modern Literature (1.0)
Math	4.0 Credits ● Must include a minimum of Algebra 1, Geometry, and Algebra 2	4.0 Credits ● Must include a minimum of Algebra 1, Geometry, Algebra 2, and AP Precalculus
Science	3.0 Credits ● Must include a minimum of 3.0 credits with a laboratory component (Must include Biology, then 2 additional EQ)	3.0 Credits ● Must include 3.0 credits of Biology, Chemistry, and an Equally Rigorous Science required
History	4.0 Credits ● Must include World History (1.0), US History (1.0), American Government (0.5), Economics (0.5), and Visions and Countervisions: Europe, the U.S. and the World from 1848 (1.0)	4.0 Credits ● Must include World History (1.0), US History (1.0), American Government (0.5), Economics (0.5), and Visions and Countervisions: Europe, the U.S. and the World from 1848 (1.0)
World Language	3.0 Credits ● Must include a minimum of two credits in Latin and 1 year of another language	3.0 Credits ● Must include a minimum of three credits of the same Foreign Language, 2 credits must be in Latin
Fine Arts	1.0 Credit	1.0 Credit
HOPE/PE	1.0 Credit	1.0 Credit
Required Electives	1.0 Credit ● Moral Philosophy: Philosophy Honors (0.5) ● Senior Thesis: Semantics and Logic Honors (0.5) ● Personal Finance & Money Mgmt(0.5) - required for Class of 2027 and beyond	1.0 Credit ● Moral Philosophy: Philosophy Honors (0.5) ● Senior Thesis: Semantics and Logic Honors (0.5) ● Personal Finance & Money Mgmt(0.5) - required for Class of 2027 and beyond
Electives	6.0 Credits	6.0 Credits
Grade Point Average: Scholars must graduate with a 2.0 on a 4.0 scale.		
Notes:	1. Scholars must achieve a proficient score on statewide, standardized Grade 10 ELA assessment or earn concordant standardized tests. 2. End of Course assessments are required for Algebra 1, Geometry, Biology, and US History. These EOC assessments count at 30% of the final grade. These must be passed for course credit.	1. Scholars must achieve a proficient score on statewide, standardized Grade 10 ELA assessment or earn concordant standardized tests. 2. End of Course assessments are required for Algebra 1, Geometry, Biology, and US History. These EOC assessments count at 30% of the final grade. These must be passed for course credit.

Example of Course Sequencing

Year	Patriot Core Track	Patriot Scholar Track

9th Grade	1. #English 1 2. #Algebra 1 3. #Biology 4. #World History 5. #World Language 6. HOPE/Elective 7. Elective	1. #English 1 2. #Algebra 1 or #Geometry 3. #Biology 4. #World History 5. #World Language 6. HOPE/ Elective 7. Elective
10th Grade	1. #English 2 2. #Geometry 3. #Physical Science 4. #US History 5. #World Language/Elective 6. Elective 7. Elective	1. #English 2 2. #Geometry or #*Algebra 2 3. #Physical Science or #*Chemistry 4. #World History 5. #World Language/ Elective 6. Elective 7. Elective
11th Grade	1. #English 3 2. #*Algebra 2 or Math for College Liberal Arts 3. #*Chemistry or Science EQ 4. #Economics and US Government 5. #World Language/Elective 6. Elective/DE 7. Elective/DE	1. #English 3 or AP Language 2. #*Algebra 2 or AP Pre-Calculus 3. #*Chemistry or #Physics 4. #Economics and US Government 5. #World Language/Elective 6. Elective/DE 7. Elective/DE
12th Grade	1. #English 4 2. #Algebra 2 or Math for College Liberal Arts 3. #Chemistry or +Science EQ or DE 4. Philosophy and Senior Thesis 5. Visions and Countervisions 6. #World Language/Elective/DE 7. Elective/DE	1. #English 4 or AP Literature 2. AP Pre-Calculus or +Advanced Math Option or DE 3. #Physics or EQ Science or DE 4. Philosophy and Senior Thesis 5. Visions and Countervisions 6. #World Language/Elective/DE 7. Elective/DE
*Algebra 2 is a co-requisite for Chemistry +Science EQ-Physical Science, AP Chemistry, AP Biology, or Anatomy Honors #Honors Option		

Scholar Designations

Scholar Diploma Designation

Scholars who meet the following requirements will receive a Scholar Diploma Distinction. This is a special recognition signified on a scholar's diploma.

- Pass the Geometry EOC.
- Earn 1 credit in Algebra 2.
- Earn 1 credit in Statistics or an equally rigorous mathematics course.
- Pass the Biology 1 EOC.
- Earn 1 credit in Chemistry or Physics.
- Earn 1 credit in a course equally rigorous to Chemistry or Physics (any EQ Science course).
- Pass the U.S. History EOC.
- Earn 2 credits in the same World Language.
- Earn at least 1 credit in AP, IB, AICE, or a dual enrollment course.

Florida Seal of Biliteracy Diploma Designation

To encourage study of foreign language and attain biliteracy, scholars who meet the following requirements will receive the Florida Seal of Biliteracy Designation. This is a special recognition signified on a scholar's diploma.

Florida Seal of Biliteracy Silver Seal

- Earned 4 world language course credits in the same language with a cumulative 3.0 GPA or higher.
- Score a 3 on the 10th grade ELA FSA.
- Score a 3 or higher on AP World Language test score.

Florida Seal of Biliteracy Gold Seal

- Earn a 4 world language course credits in the same language with a cumulative 3.0 GPA or higher.
- Score a 4 or 5 on the 10th grade ELA FSA.
- Score a 4 or higher on AP World Language test score.

ACCESS Point Pathway Diploma

The Standard Diploma-Access Points pathway includes requirements for a Standard Diploma for scholars with disabilities for whom the IEP team has determined that participation in the Florida Standards Alternate Assessment is the most appropriate measure of the scholar's skills and instruction in the Access Points is the most appropriate means of providing the scholar access to the general curriculum. For specific requirements, please refer to the "Standard Diploma- Access Point Pathway" chart below or contact the Administration.

Subject Area	Requirements
English Language Arts	4.0 Credits • Access English I, II, III, IV • Proficient score on 10th grade ELA alternate assessment - Results may be waived when mastery of standards is documented through a portfolio

Math	4.0 Credits ● Access Algebra 1 ● Access Geometry ● two other math course ● Proficient score on the Access Algebra assessment - Results may be waived when mastery of standards is documented through a portfolio ● Must take Geometry alternate assessment which will count for 30% of final course grade - Results may be waived when mastery of standards is documented through a portfolio
Science	3.0 Credits ● Access Biology ● Two other equally rigorous science courses ● Must take Biology alternate assessment which will count for 30% of final course grade - Results may be waived when mastery of standards is documented through a portfolio
History	3.0 Credits ● Access World History, Access U.S. History, Access U.S. Government, and Access Economics ● Must take U.S. History alternate assessment which will count for 30% of final course grade - Results may be waived when mastery of standards is documented through a portfolio
Performing Fine Arts	1.0 Credit ● fine or performing arts, speech and debate, or career and technical education
HOPE/PE	1.0 Credit
Required Electives	1.0 Credit ● Moral Philosophy (0.5) ● Senior Thesis (0.5) ● Personal Finance & Money Mgmt(0.5) - required for Class of 2027 and beyond ● 1 credit must be in Self-Determination, Transition Planning, or other career planning course
Electives	5.0 Credits
Grade Point Average: Scholars must graduate with a 2.0 on a 4.0 scale.	

Notes:
Assessments: Proficiency on the Florida Standards Alternate Assessments for grade 10 English Language Arts and the End-of-Course (EOC) assessment for Access Algebra I, unless assessment results are waived in accordance with s. 1008.22(3)(c), F.S. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to s. 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in s. 1003.572, F.S.

Portfolios: For those scholars whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the scholar has taken, grades received, scholar work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. Multimedia portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, MOCPs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.

Certificate of Completion: Will be awarded to scholars who earn the required 24 credits but fail to pass the assessments under s. 1008.22, F.S., (unless result waiver granted) and/or achieve a 2.0 GPA.

High School Grading

Homework and Classwork

Homework is a fundamental part of our general academic program. It prepares scholars for high school and for entry into the working world upon graduation. It also helps develop a strong work ethic and habits of organization. Homework's immediate educational purpose is:

- to reinforce skills, concepts, and knowledge learned in class;
- to develop good skills and habits of study;
- to practice skills and reinforce knowledge in ways that are not readily accomplished in the classroom;
- to work on assignments, such as the writing of papers, and prepare for exams that require a great deal of sustained, individual attention;
- to prepare for the following day's work so that the most can be made of class time; and
- to inform parents of what is being taught in the classroom.

In addition to regular classroom assignments, we would like each teen to read, or be read to, at least three times a week and preferably every day. Going to college is not necessarily a goal for everyone, but becoming a thoughtful reader should be if one hopes to be knowledgeable, wise, insightful, and competitive throughout one's lifetime. We believe that becoming a competent reader is critical to being a good scholar and the first step to being able to explore the world. Reading to a child encourages the child's growth and also elevates and informs conversation within the family. In the upper grades, the extra reading time (roughly half an hour) allows for the increasing length of great works of literature. The expected homework time allotment for high school is as follows:

- Grades 9-12 - 100 minutes plus reading time

The designated times serve as guidelines and may vary depending on the work assigned on a given day, the schedule, the scholar's organizational skills and study habits, the varying abilities of the scholars, and the nature of the assignments. Scholars are expected to learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor. Advanced or honors classes may require additional homework time. It is generally understood that writing papers and studying for exams take more time than regular classroom assignments. For that reason, the end of a term does result in a peak in the homework load (followed by a break, fortunately). Nonetheless, teachers will make every effort to give assignments well enough in advance, and scholars will be encouraged to work on those longer assignments steadily, so that scholars are able to manage their homework along with other activities and adequate sleep.

Weekends and breaks will, for the purposes of homework, be considered one day rather than two or more. For poor or incomplete work, teachers may require scholars to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher. So-called "passes" that allow scholars not to do homework for a day will not be entertained at Pineapple Cove Classical Academy.

Grading Scale

Pineapple Cove Classical Academy uses a 4.0 grading scale. The following grading scale has been established by Florida Statute 1003.437 and is used in all Brevard County secondary schools.

90 - 100= A
80 - 89 = B
70 - 79 = C
60 - 69 = D
0 - 59 = F

To average semester grades, the teacher doubles the average of each grading period, adds the semester exam grade and divides by five. The teacher may use either numerical averages or letter grades with the following values assigned: A = 4 points, B = 3 points , C = 2 points, D = 1 point, F = 0 points.

Individual Class Progress

Parents and scholars should be regularly informed of the scholar's progress. Each course will be comprised of the following weighted categories:

- Tests 40%
- Quizzes 30%
- Classwork 20%
- Homework 10%

"Extra credit," whether to make up for work not turned in on time or to increase a scholar's grade, will be discouraged at Pineapple Cove Classical Academy.

Semester Examinations

Semester examinations shall be required for most high school courses. Semester and/or Final Exams are not permitted to be taken early under any circumstances unless approved by the principal. If a scholar does not take their final exam on the scheduled day, they will receive a zero. Once a scholar takes their semester or final exam, the grade will be recalculated. In calculating the semester average (for 9th through 12th grades), each nine-week mark shall count as 40% of the semester grade and the Semester Exam will count as 20%. Credit for high school courses is awarded by semester for all course that do not have an End of Course Exam (EOC). First semester exams must be completed by the last day of the first semester, and second semester final exams must be completed by the last day of school. If final exam make-ups are not completed within the designated due dates, the final grade will remain.

End of Course Exams (EOC) are required for Algebra 1, Geometry, Biology, and U.S. History. Final Course Grade for EOC courses will be calculated and determined as follows: 1st Semester Average = 35%; 2nd Semester Average= 35%; EOC Exam = 30%.

In addition, scholars enrolled in the U.S. Government course will participate in the Florida Civics Literacy Exam. This exam does not count in the student's grade for the course, but a passing score can exempt them from the postsecondary civics literacy requirement in Florida colleges and universities.

Elective teachers (anyone who teaches a course or courses other than Math, English, Science, History, or Foreign Language) will not give traditional midterms or finals. Instead, they will give a culminating project or assessment that will count as the student's midterm or final. Physical Education (PE) – Grades for PE will be dependent on participation and scholars dressing out for class. Scholars will follow their schedule to determine PE days and be prepared to dress out on those days. It is imperative that scholars maintain proper hygiene and always have a clean uniform to dress out in on their scheduled PE days.

Late Assignments/Absences

Late work will be accepted with the following penalties: Submission one day after the due date will result in a 10% reduction of the score earned. (e.g. A score of 80% will be reduced to 70%). Work turned in two days late will result in a 50% reduction of the score earned. Work turned in three days late or more will receive no credit. Scholars who are absent will have two days for each day absent to make-up work. Graded classwork and assessments must be made up at the school. If needed, scholars may be invited to stay after school on Fridays to make-up work missed due to absence. If a scholar receives a failing grade for attendance (absences exceed the 9 days per semester), all grades above 60% will be lowered to 59% and the scholar will receive an "FA" for the course(s) exceeding 9 absences. Grades below 59% will be recorded as earned.

Grade Forgiveness

High School Forgiveness policies for required courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in the same or comparable course.

Note: Comparable is defined as a course in the same subject area. The subject area of a course shall be determined by the subject area listed in the FLDOE Course Code Directory unless otherwise noted by the district.

Forgiveness policies for elective courses shall be limited to replacing a grade of "D" or "F", with a grade of "C" or higher, earned subsequently in the same, comparable, or another course.

In all cases of grade forgiveness, only the new grade shall be used in the calculation of the scholar's grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation. (s.1003.4282(5) F.S.)

Explanatory Note: Rule 6A-1.0955(3), F.A.C. requires each school district to keep a record of courses taken and a record of achievement, such as grades, unit, or certification of competence. scholar records cannot be altered at any time unless it has been determined that the information is inaccurate or in violation of the privacy or other rights of the scholar. All courses and grades must be included on the scholar's transcript. The authority for the school board to adopt a forgiveness policy does not provide the authority to alter a scholar's record to delete the forgiven course and grade. The forgiveness policy authorization is for the express purpose of assisting scholars in meeting the requirements necessary to graduate from high school, including a minimum grade point average and successful completion of academic credit or curriculum

requirements. The school board does not have the authority to purge that scholar's record to delete the first grade. All forgiven courses and grades must be included on a scholar's transcript as an accurate reflection of the scholar's record of achievement.

Tutoring

Pineapple Cove Classical Academy offers tutoring for scholars in need of additional academic instruction during the school year for a nominal fee. Additional instruction is offered by subject for Jr./Sr. high school scholars. The tutoring program is offered each semester and is also dependent upon tutor availability.

Teacher Conferences

Parent/Teacher conferences are scheduled in the fall and spring semesters, generally in the evening. Arrangements for additional conferences may be made with your child's teacher before or after school hours, or during a teacher's planning time.

Academic Textbooks and Supplies

Scholars will receive a variety of books and materials. All books and materials will be marked as Pineapple Cove Classical Academy property. Materials that are loaned or given to scholars are to be treated appropriately. Scholars are responsible for these materials. If materials given or loaned to a scholar are lost or damaged the scholar must pay for any needed replacement. In the case that reimbursement has not been made to Pineapple Cove Classical Academy for lost or damaged materials, no further materials will be issued to that scholar until the past due fees are paid and report cards may be withheld.

Reporting

For scholars to be successful, both they and their parents should be informed of their standing in class. In addition to the regular grading of assignments, the following means will be employed to inform parents of their scholar's academic progress: Soon after the beginning of the year, teachers will provide an interim report of the scholars' progress through FOCUS. FOCUS will be used to track scholar progress. Parents should monitor scholar progress.

Interim reports are posted in FOCUS halfway through each quarter to all scholars. Report Cards are also posted in FOCUS. Once a semester (after the first and third quarters), parent-teacher conferences will occur to discuss the scholars' academic progress.

Schedule Changes

There will be no class schedule changes during the semester unless it is deemed in the best interest of the scholar by the school as determined by the Principal.

Plagiarism

Plagiarism will not be tolerated by any teacher in any subject. The entire system of assessment rests on the assumption that the work a scholar turns in is a scholar's own. Plagiarism compromises this system, is unfair to other scholars in the class who do their own work, and

constitutes a form of theft of others' ideas and labor. Plagiarism is defined as the appropriation of another's ideas or words in order to present them as one's own. The use of Artificial Intelligence (AI) programs in any capacity is considered plagiarism. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply paraphrasing an author's words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited. Teachers will provide the guidelines of acceptable citation. When in doubt, the scholar has the responsibility to ask how an author should be used in an assignment. Whenever a scholar has been caught plagiarizing, the following process will be followed. The teacher will keep a copy of the scholar's assignment and, whenever possible, a copy of the work in question. The teacher will discuss the matter with the scholar. The teacher will issue a disciplinary referral if plagiarism or cheating has occurred. Either the teacher or the Principal will inform the scholar's parent of the plagiarism or cheating. The scholar will receive a grade of zero on the assignment if it is the first offense. Instances of plagiarism or cheating may be placed in the scholar's permanent record.

Grade Point Average

Unweighted GPA

The cumulative unweighted grade point average includes all courses taken for credit. It is calculated for high school graduation purposes with the exception of those courses retaken under the Grade Forgiveness Policy.

Grade	Grade Points
A	4
B	3
C	2
D	1
F	0

Weighted GPA

The cumulative weighted grade point average includes additional weight for Dual Enrollment, Advanced Placement (AP), as well as Level III (Advanced) high school courses.

Grade	Other Courses	Honors Courses	Dual Enrollment /AP Courses

A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1.0	1
F	0	0	0

Class Ranking

Class Ranking (also known as rank-in-class) shall be for the purpose of college admissions and scholarship applications. The release of such individual scholar information shall be in accordance with School Board Policy 8330. Rank-in-class shall be computed on a cumulative unweighted GPA. State universities in Florida recalculate a scholar's grade point average for admissions purposes in accordance with Florida statute and rule.

Upon a scholar or parent request, for purposes of admissions to colleges and universities which are not a part of the Florida state system, and for certain scholarship applications, the rank-in-class procedure utilizing only academic subjects on a weighted basis shall be used.

Honors Graduates

Any scholar with a minimum of a 3.50 cumulative weighted GPA at the end of the first semester during the year prior to graduation shall be declared an honor graduate provided that the scholar maintains a comparable level of performance during the second semester. All high school course grades earned in grades 7-12 are to be included in the grade point average for the determining honor graduates with the following exceptions:

a. Adult education
b. Pass/fail grades (transfer scholars)
c. On-the-job
d. Lowest grade for a course that is repeated

The cumulative weighted grade point average as indicated in the chart above shall be utilized in computing the grade point average.

Valedictorian and Salutatorian

The cumulative weighted grade point averages of seniors are ranked at the end of the first semester of the student's senior year. The top senior becomes Valedictorian and the second senior becomes Salutatorian. In order to be Valedictorian or Salutatorian, a student must have been in attendance at Pineapple Cove Classical Academy for the two years prior to graduation and the entire first semester of their senior year. In addition, they must have earned all credits required for graduation by the end of the regular school year, not counting summer school or unfinished virtual classes.

Accelerated Programs

Advanced Placement (AP)

Advanced Placement (AP) is the enrollment of an eligible secondary scholar in a course offered through the Advanced Placement Program administered by the College Board. Course descriptions and course examinations are prepared by the College Board. Examinations are administered at high school sites in May of each year at a fee established by the College Board.

Scholars who successfully complete the course work in an Advanced Placement class receive credit toward high school graduation. Postsecondary credit for an AP course shall be awarded at Florida public colleges/universities to scholars who score a minimum of three (3) on a 5-point scale on the corresponding AP exam. Although most colleges and universities grant advanced placement and/or credit to scholars presenting AP Examination grades of three (3) or higher, policies on awarding college credit are the decision of the individual institution. All scholars enrolled in an AP course are required to take the AP Exam. Scholars shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the scholar achieves a passing score on the examination. (s. 1007.27(5) F.S.)

The following AP classes are offered based on the scholar interest and enrollment:

- AP English Language and Composition
- AP English Literature
- AP Biology
- AP Chemistry
- AP Latin
- AP US History
- AP Pre-calculus
- AP Calculus AB

Dual Enrollment

The Dual Enrollment Program is an accelerated program that allows eligible public/charter, private and home school secondary scholars to take postsecondary coursework and simultaneously earn high school and college credits. College courses are offered at Eastern Florida State College campuses/centers, including the Eastern Florida State College Online Campus.

It is not the intent of the dual enrollment program to replace the important tenets of a classical high school curriculum; instead, college coursework is intended to enrich and supplement the high school experience.

The eligibility criteria for dual enrollment is based on the scholar's program of study and

selected dual enrollment option. Scholars pursuing a university-transfer Associate in Arts (A.A.) degree must present college-ready reading and writing scores from the ACT, SAT or PERT. In addition, associate degree-seeking scholars must have an unweighted high school grade point average (GPA) of 3.25 (PCCA minimum requirements may exceed EFSC requirements).

Dual Enrollment Eligibility Requirements

To be eligible for Dual Enrollment a scholar must complete the following:

Test Scores and high school GPA determines what classes can be taken.

- Attend PCCA Information Session to learn more about dual enrollment and eligibility requirements
- Meet with PCCA Academic Advisor to confirm eligibility
- Attend an EFSC Dual Enrollment orientation program. The EFSC orientation schedule is available in Guidance and on the EFSC website.
- Meet all requirements of college level test scores: SAT, ACT or PERT.
- Complete EFSC application online and submit to EFSC admission offices.
- Request an official Pineapple transcript be sent to EFSC.
- Meet PCCA requirements (see below).

Pineapple Cove Classical Academy recognizes scholar and parent interest in achieving college credit during high school. The school's mission is to develop graduates in mind and character through a classical, content-rich curriculum that emphasizes the principles of virtuous living, traditional learning, and civic responsibility. In keeping with this mission, dual enrollment courses shall not replace or supersede coursework deemed necessary to the completion of a classical curriculum pertinent to achieving these goals. Scholars must be on track to meet promotion and graduation requirements as per the Board scholar Progression Plan.

As such, PCCA may institute requirements for entry and continued enrollment in dual enrollment coursework higher than requirements put forth by Eastern Florida State College or Brevard Public Schools. Additionally, PCCA may require participation in specific courses deemed necessary for a classical education. These additional requirements include:

- Completion of all four years of English courses at PCCA. ENC 1101 or ENC 1102 may not be completed at the college for high school elective credit.
- Completion of Latin 1 and 2 at PCCA. Additional foreign languages needed for high school graduation may be taken at EFSC.
- Scholars may take MAC 1105 (College Algebra) or MGF 1106/1107 (Liberal Arts Math) as the beginning math course. PCCA will not permit scholars to take MAT 1033 (Intermediate Algebra) as it does not meet high school mathematics requirements.
- PCCA will not approve courses that duplicate credit earned through AP coursework.
- Minimum grade point average for EFSC dual enrollment is a 3.25.
- PCCA will only approve courses that may count toward AA degree/transfer coursework.

College-Ready Test Score Requirement

Scholars must submit official college placement scores in reading, writing and mathematics to dual enroll in college credit courses. Approved tests include the ACT, SAT, and PERT. Scores may not be more than 24 months old.

The College must have an official test score report to use your ACT or SAT scores. Scholars should request that the testing agency send their ACT or SAT scores directly to EFSC. Scholars may also go to the SAT or ACT website in the presence of an EFSC staff member and access their score report using their password. The College will copy the report and use your score for official placement.

Continued Dual Enrollment Requirements

Scholar eligibility requirements for continued enrollment in college credit dual enrollment courses must include:

- Scholar continues to be on track to meet promotion and graduation requirements as per the District's scholar Progression Plan.
- Scholar must continuously meet all dual enrollment admission standards for their selected degree or certificate program to maintain eligibility
- Maintenance of a minimum unweighted high school GPA (which includes Dual Enrollment and High School courses) of 3.25,
    - A scholar who fails to meet the above requirements will be ineligible for dual enrollment for a period of one (1) school term.

NOTE:

- Scholars are expected to complete and achieve an overall GPA of 2.0 in college credit dual enrollment coursework taken during a term.
- Brevard Public Schools policy states that a student who earns a college course grade of F or withdraws from a college course will be placed on Dual Enrollment Academic Probation and will remain on probation for the remainder of high school. If the student subsequently earns a college grade F or withdraws from a college course they will be ineligible for dual enrollment for three consecutive college terms. After the term of ineligibility, if the student earns a college course grade of F or withdraws from a college course they will no longer be eligible for dual enrollment.
- PCCA may determine that a scholar may not enroll the next semester in DE classes or be advised to take fewer dual enrollment courses if he/she earns an F or withdraws from a college course.

Distance Learning/Virtual School

Full-time scholars may enroll in courses offered by distance (on-line or correspondence) learning programs, as part of, or in addition to, the regular instructional day. Courses may only be taken through distance learning provided that:

- the administration/guidance approves the course(s) prior to enrollment,
- a comparable course is not offered at PCCA,
- the course content is comparable to the district-adopted course(s), and
- the course or courses are received on an official transcript as defined by the State Uniform Transfer of High School Credits Rule. (s.1003.25(3) F.S.) The principal shall award credit for successful course completion. Exceptions for extenuating circumstances must be approved by the Superintendent or his designee.
- Virtual school may be used for "grade forgiveness" for 7th or 8th graders who make a C or below, or 9th -12th graders who make a D or below.
- Scholars must follow FLVS/BVS attendance/submission policies. The scholar may be withdrawn (W), withdrawn failing (WF), or withdrawn passing (WP); this may be placed on the scholar's transcript. Current Virtual School policy states they may withdraw a scholar after 14 days of no submission of assignments or no contact with the teacher. Please review individual course requirements.
- ALL EOC courses must be completed by the end of the Brevard County school year.
- Scholars enrolled in EOC courses must take spring EOC exams.

Integrity of Online Courses - 1002.321(5) F.S.

It is unlawful for any person to knowingly and willfully take an online course or examination on behalf of another person for compensation. Any person who violates this subsection commits a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083.

Bright Futures Scholarship Program

Requirements

(As determined by the postsecondary institution)

- Be evaluated by the Office of Scholar Financial Assistance (OSFA)and determined as meeting the initial eligibility requirements.
- Graduate with a standard high school diploma or its equivalent.
- Be a Florida resident and U.S. citizen or eligible noncitizen.
- Enroll as a degree- or certificate-seeking scholar at a Florida institution in at least 6 non-remedial semester credit hours.
- Complete a Florida Financial Aid Application (FFAA) during their senior year of high school before graduation.

NOTE: The Florida Legislature is authorized to change eligibility and funding requirements. For the most up-to-date eligibility and requirements as well as other scholarships through Bright Futures, please visit https://www.floridastudentfinancialaidsg.org/SAPBFMAIN/SAPBFMAIN or call 1-888-827-2004.

Award Types

Award Name	GPA	Test Scores (Tests must be completed by June 30 of graduation year)	Volunteer Service Hours/ Paid Work Hours/ Combination of Volunteer and Paid Work Hours	Required Academic Courses (Note: Courses listed for FAS and FMS are also the courses needed for admission to State Universities)
FLORIDA ACADEMIC SCHOLARS AWARD (FAS)	3.5 weighted GPA using the 16 credits listed. May include 2 additional academic units to raise GPA (including AP, AICE and IB Fine Arts)	2024-2025 Graduates: SAT 1340 ACT 29 CLT 96 2025-2026 Graduates: SAT 1330 ACT 29 CLT 95	Volunteer 100 or Paid Work 100 or Combination 100 Volunteer Service Hours, Work Hours, or the combination of Volunteer Service and Paid Work Hours must be completed by high school graduation.	❖ 4 English (3 with substantial writing) ❖ 4 Mathematics (Algebra 1 level and above) ❖ 3 Science (two must have substantial laboratory) ❖ 3 Social Studies (World History, US History, US Government, Economics) ❖ 2 Foreign Language (sequential, same language)
MEDALLION SCHOLARS AWARD (FMS)	3.0 weighted GPA using the 16 credits listed. May include 2 additional academic units to raise GPA (including AP, AICE and IB Fine Arts	2024-2025 Graduates: SAT 1210 ACT 25 CLT 84 2025-2026 Graduates: SAT 1190 ACT 24 CLT 82	Volunteer 75 or Paid Work 100 or Combination 100 Volunteer Service Hours, Work Hours, or the combination of Volunteer Service and Paid Work Hours must be completed by high school graduation.	

*Additional information on the Florida Gold Seal Vocational Scholars Award and the Gold Seal CAPE Scholars Award can be found at: https://www.floridastudentfinancialaidsg.org/SAPHome/SAPHome?url=home.

Benacquisto Scholarship Program

The Benacquisto Scholarship Program is a merit scholarship for high school graduates who receive recognition as a National Merit® Scholar. Eligible scholars will receive an award equal to the institutional cost of attendance for an in-state student minus the sum of Bright Futures and the National Merit® award.

The Florida National Merit Scholar Incentive Program is created to reward a high school graduate who receives recognition as a National Merit Scholar or National Achievement Scholar and who initially enrolls in the 2015-2016 academic year or, later, in a baccalaureate degree program at an eligible Florida public or independent postsecondary educational institution. In order to be eligible for an award under the incentive program, a scholar must::

- Earn a standard Florida high school diploma or its equivalent pursuant to s. 1002.3105 F.S., s. 1003.4281 F.S., s. 1003.4282 F.S., or s. 1003.435 F.S. unless: 31 - The scholar completes a home education program according to s. 1002.41 F.S.; or - The scholar earns a high school diploma from a non-Florida school while living with a parent who is on military or public service assignment out of this state.
- Be a National Merit® Scholar.
- Enroll at an eligible Florida postsecondary institution during the fall academic term following high school graduation.

A National Merit® Finalist becomes a Scholar by receiving:
- a National Merit® $2500 Scholarship,
- a Corporate-sponsored Merit Scholarship®, or
- a College-sponsored Merit Scholarship®.

NOTE: “Special” Corporate Scholarships and “Presidential” awards do not qualify a student for the Benacquisto Scholarship.

A scholar may receive the incentive award for a maximum of 100 percent of the number of credit hours required to complete a baccalaureate degree program, or until completion of a baccalaureate degree program, whichever comes first. (s. 1009.893 F.S).

State Required Testing

PCCA provides testing services to all of its scholars. Upon request, the counselor can make arrangements to have interest inventories, intelligence and/or aptitude tests administered. If there is a problem that requires a special evaluation or test, the services of the school psychologist may be provided with the written permission of the parent.

The Florida Assessment of Student Thinking (FAST) and End-of-Course (EOC) assessments are criterion-referenced tests. These tests assess scholar achievement on the knowledge and skills described in the state curriculum framework called the Benchmarks for Excellent Student Thinking (B.E.S.T.).
- All grade nine (9) and grade ten (10) scholars take the FAST ELA Assessment.

- A passing score on the grade ten (10) FAST ELA is required to graduate (or a concordant score on an approved assessment – see chart below).
- The Algebra 1 End-of-Course (EOC) assessment is required for all scholars enrolled in Algebra 1 or an equivalent course. A passing score on this assessment is required for graduation (or a comparative score on an approved assessment – see chart below). The Algebra 1 EOC will count as 30% of the final course grade.
- The Geometry End-of-Course (EOC) assessment will be required for all scholars enrolled in Geometry or an equivalent course. The Geometry EOC will count as 30% of the final course grade.
- The Biology End-of-Course (EOC) assessment will be required for all scholars enrolled in Biology or an equivalent course. The EOC will count as 30% of the final course grade.
- The U.S. History End-of-Course (EOC) assessment will be required for all scholars enrolled in U.S. History or an equivalent course. The EOC counts as 30% of the final course grade.

Concordant and/or Comparative Scores

ELA	
SAT: *EBRW (Evidence Based Reading and Writing)	480
FAST ELA	Lv. 3 or higher
ACT: English and Reading Subtest (Average)	18
Classic Learning Test (CLT) Verbal Reasoning and Grammar/Writing Subject Test (Sum)	36
ALGEBRA	
PSAT/NMSQT Math	430
SAT: Math	420
ACT: Math	16
Algebra EOC	Lv. 3 or higher
Geometry EOC	Lv. 3 or higher

Florida Standards Alternate Assessment (FSAA)

The FSAA is provided for a small number of scholars with significant cognitive disabilities for whom the IEP team has determined and documented the need for an alternate assessment.

WIDA Access for ELLs (WIDA-Alternate Access for ELLs)

WIDA is administered to all ELL scholars (English Language Learners) to assess language acquisition.

College Admissions Testing

Preliminary Scholastic Assessment Test / National Merit Scholarship Qualifying Test (PSAT/NMSQT)

In Brevard, the PSAT is administered in the fall to all grade ten (10) grade scholars as a part of Florida's statewide assessment program. The results of this test are used to determine potential for advanced courses (AP, AICE and DE), to give clear-cut feedback about skills needed for college success, and as concordant/comparative scores for graduation.

The PSAT is also available to grade eleven (11) scholars. These scores are used to determine NMSQT semifinalists. It is recommended that college-bound scholars consider taking this test earlier in their high school career to maximize their performance on future college placement tests.

College Entrance and/or Placement Tests

- **SAT**: SAT Reasoning Test is a test that measures the reading, writing and math levels of high school for all grade eleven (11) scholars to take the SAT.
- **SAT II**: Subject tests that are designed to measure knowledge and the ability to apply that knowledge in specific subject areas.
- **ACT**: A curriculum-based test that measures the skills necessary for college coursework in English, mathematics, reading and science reasoning.
- A**dvanced Placement (AP)**: A series of college level subject area tests taken after the completion of AP/IB/AICE coursework in high school.
- **Postsecondary Education Readiness Test (PERT)**: A series of content specific exams in reading, math and writing to determine if scholars are in need of additional remediation prior to beginning college level courses. College Admission

College Admission Testing Calendar

PSAT/NMSQT	October
SAT I and II	October, November, December, January, May, and June
SAT I only	March
ACT	September, October, December, February, April, and June

Post High School Graduation

Scholars interested in continuing their education at a four-year college, a two-year college, at a business, trade, or technical school should begin early in their high school career to formulate their plans. In choosing a postsecondary institution, a scholar should consider the following:

- Type of educational program available
- High school subjects required for admission
- Specific admission tests required
- Length of time needed for completion of program
- Cost of schooling
- Financial aid available
- Housing facilities
- Location, size, and the accrediting agency of the school

Admission to Two or Four Year Colleges and Universities

Admission to college is based upon an evaluation of one's grade point average (GPA), standardized test scores (SAT I or ACT), letters of recommendation, and personal data (which may include a written essay). Colleges usually determine GPA status based on the following core academic courses: English, social studies, world language, laboratory science, and mathematics beginning with Algebra I. Depending on individual college requirements, other courses may be included in determining the GPA. Scholars can best prepare for college and college entrance tests by taking Level 3 or higher courses. Minimum college entrance course recommendations, in grades 9 through 12 are listed:

- 4 years of English (language arts)
- 4 years of math (Algebra 1 and higher)
- 3 years of science
- 3 years of social studies
- 2 years of a world language

College bound scholars who take a program below this recommendation level may find some difficulty achieving satisfactory scores on college admission tests and entrance to selective institutions.

Many colleges and universities require specific academic subjects for entry. Scholars who are interested in continuing their formal education beyond high school should check college catalogs and discuss their plans with their school counselor.

What Colleges Require

The admission requirements vary from college to college. They may include any or all of the following:

- An application fee, usually non-refundable. Many colleges will waive this fee under special circumstances. See your counselor for details.

- An official application form providing information about your background, previous education, and college plans. Many colleges will waive this fee under special circumstances. See your counselor for details.
- An official high school transcript of your courses, final grades and test scores.
- One or more standardized admission tests. The most common tests used are SAT I, SAT II and ACT. Visit www.collegeboard.com and www.act.org for further information on these tests. (Plan to take these tests at least six weeks before the college's application deadline to allow enough time for the score report to reach the college.)
- One or more letters of recommendation from a teacher and/or school counselor. Generally, colleges are interested in what you have accomplished in high school and what kind of school citizen you are; however, some institutions may also accept recommendations from a member of the clergy, alumnus, or adult member of the community. As a courtesy, you should give your recommenders ample time to complete the recommendations prior to the college deadline.
- A personal essay or autobiographical statement is required by some institutions, particularly four year private colleges. This is your chance to express your individuality in a way that will set you apart from other applicants.
- An interview with a college admissions officer is in your best interest. This is your chance to personally express your background, your interests and goals and why you are interested in the college. It is also a time for you to ask questions for more information needed about a college in order to make an informed decision.

High School Athletic Eligibility

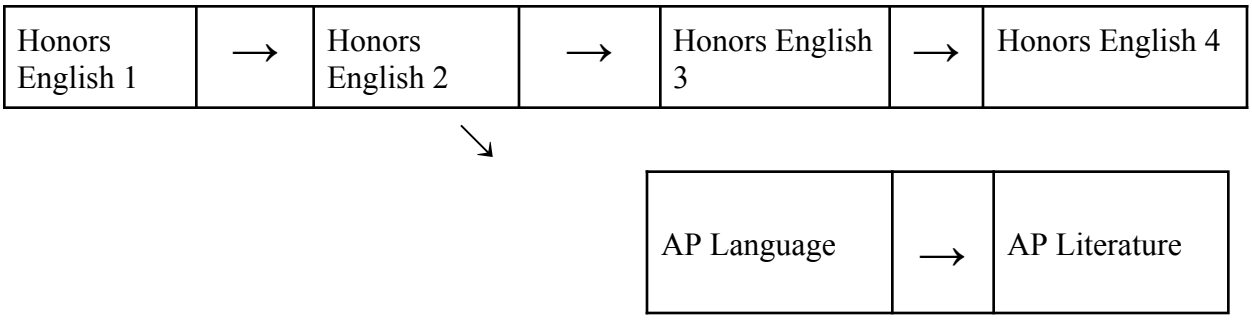
In order to participate on an interscholastic athletic team, each prospective athlete must:

- ❖ Be regularly enrolled and in regular attendance.
- ❖ Document his/her initial eligibility with a birth certificate.
- ❖ Be less than 19 years, 9 months old through the entire season of the sport in which he/she participates.
- ❖ Meet all scholastic requirements as follows:
  - a. Must have a cumulative 2.5 GPA based on all courses taken, and
  - b. Must not have entered 10th grade more than three years ago.
- ❖ Complete FHSAA required documents and meet all FHSAA eligibility requirements.

Course Sequence

English Language Arts

9th Grade	→	10th Grade	→	11th Grade	→	12th Grade
↓		↓		↓		↓
English 1	→	English 2	→	English 3	→	English 4



NOTE: Four English Language Arts credits required for graduation.

Mathematics

This chart is used to indicate a common sequence for high school mathematics. It is not a system for tracking. For example, a student who begins the sequence with Algebra 1 could take Geometry Honors the following year, based on performance and teacher recommendation. Jr./Sr. Level Course options vary.

In addition to the Honors and AP Advanced Math classes listed below, there are Dual Enrollment options. Please speak to your school counselor.

7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Accelerated Math Grade 7	Algebra 1 Honors	Geometry Honors	Algebra 2 Honors	AP Pre-Calculus	AP Calculus AB DE College Math Course
Accelerated Math Grade 7	#Algebra 1	#Geometry	#Algebra 2	Math for College Liberal Arts	AP Pre-Calculus DE College Math Course
Grade 7 Math	Grade 8 PreAlgebra	#Algebra 1	#Geometry	#Algebra 2 Math for College Liberal Arts	Math for College Liberal Arts #Algebra 2

Science

9th Grade	→	10th Grade	→	11th Grade	→	12th Grade
Biology (Regular or Honors)	→	Chemistry (Regular or Honors)	→	Physics (Regular or Honors strongly recommended) OR EQ Science Course	→	EQ or Non EQ Science Course
Biology (Regular or Honors)	→	Physical Science (Regular or Honors)	→	Chemistry (Regular or Honors)	→	EQ or Non EQ Science Course

EQ Science Courses (Required for 3rd Science)**PCCA will typically offer Physics and 1 additional EQ Science a year.	PCCA NON EQ Science Courses (Can be used for 4th Science or elective)
• AP Courses • #Anatomy and Physiology • #Chemistry • #Astronomy Solar/Galactic • #Environmental Science • #Physical Science • #Physics # Honors available	• Astronomy Solar/Galactic (non honors) • Forensic Science 1 or Forensic Science 2 • Marine Science 1 or #Marine Science 2

Math and Science Recommended Co-Requisites

9th Grade	→	10th Grade	→	11th Grade	→	12th Grade
Honors Biology Honors Geometry	→	Honors Chemistry Honors Algebra 2	→	Honors Physics AP Pre-Calculus	→	Dual Enrollment Science or EQ Science or elective AP Calculus or DE Math
Biology Geometry	→	Chemistry Algebra 2	→	Physical Science Math for College	→	Physics or Dual Enrollment Science or EQ Science or elective

				Liberal Arts		AP Pre-Calculus or DE Math
Biology (Regular or Honors) Algebra 1 (Regular or Honors)	→	Physical Science (Regular or Honors) Geometry (Regular or Honors)	→	Chemistry (Regular or Honors) Algebra 2 (Regular or Honors)	→	Physics or (Regular or Honors) EQ Science or elective Honors PreCalculus or Math for College Algebra

Notes:
- **Algebra 2 a co-requisite for Chemistry**
- **Typically, Algebra 2 (regular) will not proceed AP Pre-Calculus**

Social Studies/History

9th Grade	→	10th Grade	→	11th Grade	→	12th Grade
World History Honors World History	→	US History Honors US History AP US History Course	→	US Government and Economics Honors US Government and Economics	→	Philosophy Honors and Semantics and Logic Honors And Visions and Countervisions

NOTE: Three of the four social studies credits required for graduation must include one credit each in World History, US History, and US Government/Economics. PCCA requires Visions and Countervisions, Semantics and Logic Honors, and Philosophy Honors for graduation.

HIGH SCHOOL CURRICULUM

Language Arts

English 1
1001310
1.0 credit
The purpose of this course is to provide English 1 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn, analysis of literature and informational texts from varied literary periods to examine, writing for varied purposes, effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions, collaboration amongst peers.

English 1 Honors
1001320
1.0 credit
The purpose of this course is to provide English 1 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine writing for varied purposes, effective listening, speaking; and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; collaboration amongst peers.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

English 2
1001340
1.0 credit
The purpose of this course is to provide grade 10 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine; writing for varied purposes; effective listening, speaking, and viewing

strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

English 2 Honors
1001340
1.0 credit
The purpose of this course is to provide grade 10 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Access English 3
7910130E
1.0 credit
The purpose of this course is to provide grade 11 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine:writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

NOTE: Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for scholars with significant cognitive disabilities.

English 3
1001370
1.0 credit
The purpose of this course is to provide grade 11 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

The content should include, but not be limited to, the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn: analysis of literature and informational texts from varied literary periods to examine: writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

English 3 Honors
1001380
1.0 credit
The purpose of this course is to provide grade 11 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn: analysis of literature and informational texts from varied literary periods to examine: writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

English 4
1001400
1.0 credit
The purpose of this course is to provide grade 12 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness; active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine; writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

English 4 Honors
1001410
1.0 credit
The purpose of this course is to provide grade 12 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness; active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine; writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a

claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Access English 4
7910135
1.0 credit
The purpose of this course is to provide grade 12 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness; active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine; writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

NOTE: Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for scholars with significant cognitive disabilities.

Advanced Placement English Language
1001420
1.0 credit
AP English Language and Composition equates to an introductory college course in rhetorical analysis and composition. AP English Language and Composition is different from other high school English courses because it focuses on rhetoric. While promoting writing in many contexts for a variety of purposes, the English Language course is the place where nonfiction texts and contexts take center stage. Here scholars think deeply about language as a persuasive tool and about the dynamic relationship of writer, context, audience, and argument. Scholars who take this course are required to take the Advanced Placement examination administered by the College Board. The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum.

Prerequisite: This course is offered to 11th and 12th graders who have completed two years of high school English courses, mastered the skills required for the Honors English classes, maintained a minimum of 85% in prior English classes, and received a teacher recommendation. Consideration will also be given in accordance with the College Board AP Success Predictor Report.

Advanced Placement Course Note: AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations. AP classes are taught using College Board standards at a college level. This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular/honors course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline. Scholars will be required to take the AP exam at the end of the school year that corresponds to the AP class.

Advanced Placement English Literature
1001430
1.0 credit
AP English Literature and Composition equates to an introductory literary analysis course in college. AP English Literature challenges scholars to read and interpret a wide range of imaginative works. The course invites scholars to explore a variety of genres and literary periods and to write clearly about the literature they encounter. On a daily basis, it asks them to read critically, think clearly, and write concisely. By the end of the course, scholars will have cultivated a rich understanding of literary works and acquired a set of analytical skills they will use throughout their lives. The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum.

Prerequisite: This course is offered to 11th and 12th graders who have completed two years of high school English courses, mastered the skills required for the Honors English classes, maintained a minimum of 85% in prior English classes, and received a teacher recommendation. Consideration will also be given in accordance with the College Board AP Success Predictor Report.

Advanced Placement Course Note: AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations. AP classes are taught using College Board standards at a college level. This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular/honors course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline. Scholars will be required to take the AP exam at the end of the school year that corresponds to the AP class.

Debate 1
1007330
1.0 credit
This course is focused on the use of correct and effective language and organizational skills in preparing, delivering, and evaluating argument and debate. Students will critique debates, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed arguments, applying oral communication concepts and strategies for public debate in a variety of given settings.

Creative Writing 1

1009320
1.0 credit
The purpose of this course is to enable students to develop and use writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

Creative Writing 2
1009330
1.0 credit
The purpose of this course is to enable students to continue developing and applying writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

Mathematics

Algebra 1
1200310
1.0 credit
Algebra I is the foundation for mathematical studies and is the prerequisite for all subsequent secondary math courses. Mastery of all operations is expected so that scholars can deepen understanding through application using order of operations, algebraic expressions, functions and equations. scholars will continue their study of linear functions and relate these ideas to quadratic functions, while interpreting their solutions and investigating word problems that model these functions.Includes developing an understanding of relationships between quantities and reasoning descriptive with equations; linear and exponential relationships; statistics; expressions and equations; and quadratic functions and Modeling.

Algebra 1 Honors
1200320
1.0 credit
Algebra I is the foundation for mathematical studies and is the prerequisite for all subsequent secondary math courses. Mastery of all operations is expected so that scholars can deepen understanding through application using order of operations, algebraic expressions, functions and equations. scholars will continue their study of linear functions and relate these ideas to quadratic functions, while interpreting their solutions and investigating word problems that model these functions. Includes developing an understanding of relationships between quantities and reasoning descriptive with equations; linear and exponential relationships; statistics; expressions and equations; and quadratic functions and Modeling.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Access Algebra 1
7912075
1.0 credit
Algebra I is the foundation for mathematical studies and is the prerequisite for all subsequent secondary math courses. Mastery of all operations is expected so that scholars can deepen understanding through application using order of operations, algebraic expressions, functions and equations. scholars will continue their study of linear functions and relate these ideas to quadratic functions, while interpreting their solutions and investigating word problems that model these functions.Includes developing an understanding of relationships between quantities and reasoning descriptive with equations; linear and exponential relationships; statistics; expressions and equations; and quadratic functions and Modeling.

NOTE: Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for scholars with significant cognitive disabilities. This course may be taken for up to two credits.

Geometry
1206310
1.0 credit
This course enables the scholar to understand the basic structure of geometry and to develop growth in understanding the deductive method. The objectives are to use and strengthen algebraic skills and gain knowledge of the methods of coordinate geometry. scholars also learn how to organize thoughts in developing formal proofs. Topics include: induction, deduction, angle relationships, lines, planes, coordinate geometry, areas, and volume.

Geometry Honors
1206320
1.0 credit
This course enables the scholar to understand the basic structure of geometry and to develop growth in understanding the deductive method. The objectives are to use and strengthen algebraic skills and gain knowledge of the methods of coordinate geometry. scholars also learn how to organize thoughts in developing formal proofs. Topics include: induction, deduction, angle relationships, lines, planes, coordinate geometry, areas, and volume.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Access Geometry
7912065
1.0 credit

This course enables the scholar to understand the basic structure of geometry and to develop growth in understanding the deductive method. The objectives are to use and strengthen algebraic skills and gain knowledge of the methods of coordinate geometry. scholars also learn how to organize thoughts in developing formal proofs. Topics include: induction, deduction, angle relationships, lines, planes, coordinate geometry, areas, and volume.

NOTE: Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for scholars with significant cognitive disabilities. This course may be taken for up to two credits.

Algebra 2
1200330
1.0 credit
Building on the work with linear, quadratic, and exponential functions, this course extends the repertoire of functions to include polynomial, rational, radical and trigonometric functions. scholars work closely on modeling and application of functions while finishing with inferences and conclusions of data along with application of probability and statistics.

Algebra 2 Honors
1200340
1.0 credit
Building on the work with linear, quadratic, and exponential functions, this course extends the repertoire of functions to include polynomial, rational, radical and trigonometric functions. scholars work closely on modeling and application of functions while finishing with inferences and conclusions of data along with application of probability and statistics.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Access Algebra 2
7912095
1.0 credit
Building on the work with linear, quadratic, and exponential functions, this course extends the repertoire of functions to include polynomial, rational, radical and trigonometric functions. scholars work closely on modeling and application of functions while finishing with inferences and conclusions of data along with application of probability and statistics.

NOTE: Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level

expectations. The access points included in access courses are intentionally designed to foster high expectations for scholars with significant cognitive disabilities. This course may be taken for up to two credits.

Financial Algebra
1200387
1.0 credit
Financial Algebra provides a real-life framework to apply upper-level mathematics standards. In our consumer-based society, a mathematics course that addresses the results of financial decisions will result in more fiscally responsible citizens. This course will give scholars the opportunity to apply mathematics found in financial topics such as personal investments, retirement planning, credit card interest, and savings. Financial Algebra is designed for scholars who have completed Algebra 1 and Geometry. The course would be a bridge to upper-level mathematics such as Algebra 2 and Advanced Topics.

Math for College Readiness
120070
1.0 credit
This course is targeted for scholars who are not yet "college ready" in mathematics or simply need some additional instruction in content to prepare them for success in college level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Florida Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.

Math for College Liberal Arts
1207350
1.0 credit
In Mathematics for College Liberal Arts, instructional time will emphasize five areas: (1) analyzing and applying linear and exponential functions within a real-world context; (2) utilizing geometric concepts to solve real-world problems; (3) extending understanding of probability theory; (4) representing and interpreting univariate and bivariate data and (5) developing understanding of logic and set theory.

Math for College Algebra
1200710
1.0 credit
In Mathematics for College Algebra, instructional time will emphasize five areas: (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions; (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; (3) solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; (5) extending knowledge of functions to include inverse and composition.

Advanced Placement Precalculus
1202305
In AP Precalculus students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. AP Precalculus prepares students for other higher-level mathematics and science courses.

Advanced Placement Course Note: AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations. AP classes are taught using College Board standards at a college level. This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular/honors course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline. Scholars will be required to take the AP exam at the end of the school year that corresponds to the AP class.

Advanced Placement Calculus AB
1202310
1.0 credit
AP Calculus AB focus on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multirepresentational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. AP Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus.

Prerequisite: This course is offered to 11th and 12th graders who have completed four years of high school Mathematics courses, mastered the skills required for the Honors Mathematics classes, maintained a minimum of 85% in prior Mathematics classes, and received a teacher recommendation. Consideration will also be given in accordance with the College Board AP Success Predictor Report.

Advanced Placement Course Note: AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations. AP classes are taught using College Board standards at a college level. This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular/honors course. This

course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline. Scholars will be required to take the AP exam at the end of the school year that corresponds to the AP class.

Science

Biology
2000310
1.0 credit
The purpose of this course is to provide scholars with an understanding of the basic concepts and issues of living organisms. The content includes chemistry of life from a biological perspective, cellular structure and function, heredity, mechanisms of biological diversity, interdependence of living organisms as well as a survey of living organisms, animal anatomy and physiology. Laboratory experiments are an integral part of this course.

Biology Honors
2000320
1.0 credit
This course investigates the full spectrum of biological topics, ranging from the molecular to the organismal level (biochemistry, cell biology, genetics, evolution, physiology, and ecology). The course is taught from an evolutionary perspective and is intended to prepare highly motivated scholars for their future course work in advanced level science classes. The Honors Biology course is fast-paced and rigorous; scholars are expected to process their learning well beyond simple rote memorization. The course requires more time outside the classroom for preparation, study, and completion of assignments than the Biology course.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Access Biology
7920015
1.0 credit
The purpose of this course is to provide scholars with an understanding of the basic concepts and issues of living organisms. The content includes chemistry of life from a biological perspective, cellular structure and function, heredity, mechanisms of biological diversity, interdependence of living organisms as well as a survey of living organisms, animal anatomy and physiology. Laboratory experiments are an integral part of this course.

NOTE: Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars with access to the general curriculum. Access

points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for scholars with significant cognitive disabilities. This course may be taken up to two times for credit.

Chemistry
2003340
1.0 credit
The emphasis in this course is on the description of the physical properties of matter and the changes these properties undergo during a chemical reaction. The solid, liquid, and gaseous states are described by laboratory exercises. The structure of the atom and the processes involved in forming compounds are discussed with special attention to the topics of oxidation/reduction, stoichiometry, kinetics and equilibrium. The comparative chemistry of elements is stressed throughout the course. Lab work is required.

Chemistry Honors
2003350
1.0 credit
Emphasizes the study of composition, properties, and changes associated with matter. Includes measurement, classification and structure of matter, atomic theory,molecules, periodicity, chemical bonding, formula writing, nomenclature, chemical equations, stoichiometry, kinetic theory, gas laws, acids and bases, energy relationships, solids, liquids and solutions. Experimental design and laboratory investigations are an integral part of this course.The course requires more time outside the classroom for preparation, study, and completion of assignments than the Chemistry course.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Advanced Placement Chemistry
2003370
1.0 credit
Provides college level learning in chemistry and prepares the student to seek credit and/or appropriate placement in college chemistry courses. Includes structure of matter (atomic theory and atomic structure, chemical bonding, and nuclear chemistry), states of matter (gases, liquids, solids, and solutions), reactions (reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics), and descriptive chemistry. AP Chemistry is equivalent to a college-level general Chemistry course.

Prerequisite: This course is offered to scholars who have mastered the skills required for previous Chemistry and Algebra 2 classes, maintained a minimum of 85% in prior Chemistry and Algebra 2 classes, and received a teacher recommendation. Consideration will also be given in accordance with the College Board AP Success Predictor Report when applicable.

Advanced Placement Course Note: AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations. AP classes are taught using College Board standards at a college level. This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular/honors course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline. Scholars will be required to take the AP exam at the end of the school year that corresponds to the AP class.

Advanced Placement Biology
2000340
1.0 credit
AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. The AP Biology course is equivalent to a two-semester college introductory Biology course for Biology majors.

Prerequisite: This course is offered to scholars who have mastered the skills required for previous Biology and Chemistry classes, maintained a minimum of 85% in prior Biology and Chemistry classes, and received a teacher recommendation. Consideration will also be given in accordance with the College Board AP Success Predictor Report when applicable.

Advanced Placement Course Note: AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations. AP classes are taught using College Board standards at a college level. This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular/honors course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline. Scholars will be required to take the AP exam at the end of the school year that corresponds to the AP class.

Physics
2003380
1.0 credit
Emphasizes the theories and laws governing the interaction of matter, energy, and the forces of nature. Includes mechanics, thermo-dynamics, wave phenomenon, magnetism, nuclear physics and electricity. Experimental design and laboratory investigations are integral.

NOTE: It is strongly recommended that scholars who intend to attend a 4-year college or university take a Physics course in high school.

Physics Honors
2003390
1.0 credit

Emphasizes the theories and laws governing the interaction of matter, energy, and the forces of nature. Includes mechanics, thermo-dynamics, wave phenomenon, magnetism,nuclear physics and electricity. Experimental design and laboratory investigations are integral. It is strongly recommended that scholars who intend to attend a 4-year college/university take a Physics of these courses in high school.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Anatomy and Physiology Honors
2000360
1.0 credit
While the content focus of this course is consistent with the Anatomy and Physiology course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Physical Science
2003310
1.0 credit
This is an introductory course designed to provide students an understanding of common chemistry and physics principles and methods. Topics include, but are not limited to:

Measurement & Calculations, Motion & Force, Energy, Electricity & Magnetism, Waves, Matter, Atomic Structure, Periodic Law, Chemical Bonding, Chemical Reactions.

Physical Science Honors
2003320
1.0 credit
This is an introductory course designed to provide students an understanding of common chemistry and physics principles and methods. Topics include, but are not limited to: Measurement & Calculations, Motion & Force, Energy, Electricity & Magnetism, Waves, Matter, Atomic Structure, Periodic Law, Chemical Bonding, Chemical Reactions.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Access Physical Science
7920022
1.0 credit
This is an introductory course designed to provide students an understanding of common chemistry and physics principles and methods. Topics include, but are not limited to: Measurement & Calculations, Motion & Force, Energy, Electricity & Magnetism, Waves, Matter, Atomic Structure, Periodic Law, Chemical Bonding, Chemical Reactions.

NOTE: Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for scholars with significant cognitive disabilities. This course may be taken up to two times for credit.

Astronomy Solar/Galactic Honors
2020910
1.0 credit
Why do stars twinkle? Is it possible to fall into a black hole? Will the sun ever stop shining? Since the first glimpse of the night sky, humans have been fascinated with the stars, planets, and universe that surrounds us. This course will introduce you to the study of astronomy, including its history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe. Additional topics include the solar system, the Milky Way and other galaxies, and the sun and stars. Using online tools, you will examine the life cycle of stars, the properties of planets, and the exploration of space.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater

demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Environmental Science
2001340
1.0 credit
This course is designed as an interdisciplinary course to provide students with scientific principles, concepts, and methodologies required to identify and analyze environmental problems and to evaluate risks and alternative solutions for resolving and/or preventing them. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.

Forensic Science 1
2002480
1.0 credit
Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Marine Science 1
2002500
1.0 credit
Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Marine Science 2
2002520
1.0 credit
Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Social Studies/History

Honors/Advanced Social Studies courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc.

World History
2109310
1.0 credit
This course covers world history from the origins of humans to 1500 and examines the political, social, economic, scientific, and cultural events that have affected human civilizations. It has two main approaches. First, scholars will explore the values held by ancient people in relation to contemporary ones. Scholars will examine how earlier beliefs about authority, the organization of society, the divine and the world at large differ from or complement modern views. Second, we will reflect upon historical processes such as migration, trade, warfare, the development of technology and cultural exchange. Scholars will investigate how these processes changed individual lives at different periods in pre-modern history.

World History Honors
2109310
1.0 credit
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technology and cultural exchange. Scholars will investigate how these processes changed individual lives at different periods in pre-modern history. The course requires more time outside the classroom for preparation, study, and completion of assignments than the World History course.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

U.S. History
2100310
1.0 credit
A survey of the history of our nation, U.S. History places emphasis on the period beginning with European colonization to the present. Through a close examination of the American past, scholars will gain a truer appreciation and understanding of the forces that have shaped our country.

U.S. History Honors
2100320
1.0 credit
A survey of the history of our nation, U.S. History places emphasis on the period beginning with European colonization to the present. Through a close examination of the American past, scholars will gain a truer appreciation and understanding of the forces that have shaped our country.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Advanced Placement U.S. History
2100330
1.0 credit
This course prepares scholars for the Advanced Placement Examination in United States History. It aligns with the curricular and skills requirements as outlined by College Board in the nine historical periods are thematically investigated for significant events, individuals, developments, and processes from 1491 to the present. It takes a chronological approach to American history while also exploring the key themes of: Identity; Work, Exchange and Technology; Peopling; Politics and Power; America and the World; Environment and Geography: Physical and Human and Ideas, Beliefs and Culture.

Prerequisite: This course is offered to 10th graders who have completed World History, mastered the skills required for the World History Honors, maintained a minimum of 85% in

prior History classes, and received a teacher recommendation. Consideration will also be given in accordance with the College Board AP Success Predictor Report when applicable.

Advanced Placement Course Note: AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations. AP classes are taught using College Board standards at a college level. This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular/honors course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline. Scholars will be required to take the AP exam at the end of the school year that corresponds to the AP class.

United States Government
2106310
0.50 credit
This one semester course examines the structure of the American government and political system. scholars will gain an understanding of essential political practices that will equip them to actively participate in our society. Emphasis is placed on the organization of our government and the processes that facilitate its function as well as on the individual's role and responsibility in both government and politics and examines the American governmental structure and political behavior at the federal, state, and local level. As well, the course examines the effect of each level of government upon the individual citizen.

United States Government Honors
2106320
0.50 credit
This one semester course examines the structure of the American government and political system. scholars will gain an understanding of essential political practices that will equip them to actively participate in our society. Emphasis is placed on the organization of our government and the processes that facilitate its function as well as on the individual's role and responsibility in both government and politics and examines the American governmental structure and political behavior at the federal, state, and local level. As well, the course examines the effect of each level of government upon the individual citizen.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Access United States Government
7921015
0.50 credit
This one semester course examines the structure of the American government and political system. scholars will gain an understanding of essential political practices that will equip them to actively participate in our society. Emphasis is placed on the organization of our government and

the processes that facilitate its function as well as on the individual's role and responsibility in both government and politics and examines the American governmental structure and political behavior at the federal, state, and local level. As well, the course examines the effect of each level of government upon the individual citizen.

NOTE: Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for scholars with significant cognitive disabilities.

Economics
2102310
0.50 credit
The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

Economics Honors
2102320
0.50 credit
The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

Honors Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Global Studies
2104320
1.0 credit

The primary content emphasis for this course pertains to the study of the commonalities and differences among the peoples and cultures of the world and the complex nature of individual, group and national interactions in today's world.

Comprehensive Law Studies
2106370
1.0 credit
The primary content emphasis for this course pertains to the study of the commonalities and The grade 9-12 Comprehensive Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents for law, reason for laws, civil and criminal law, social values and their impact on the establishment and interpretation of laws, causes and consequences of crime, comparison of adult and juvenile justice systems, significance of the Bill of Rights to the American legal system, family and consumer law, rights and responsibilities under the law, and importance of the adversarial relationship in American jurisprudence.

Personal Finance and Money Management
2102371
1.0 credit
In Personal Finance and Money Management, instructional time will emphasize seven areas: (1) exploring how personal financial decisions are made, including understanding how cognitive biases impact decision making; (2) understanding how wages and salaries are earned, including the types of taxes owed, and evaluating various post-secondary paths and career options; (3) developing personal or family budgets and exploring how to purchase goods and services by weighing the costs and benefits of those goods and services; (4) analyzing how interest can be earned by saving now, which allows for the purchase of more goods and services later and understanding how to compare various savings accounts and services offered through financial institutions; (5) determining advantages and disadvantages of credit accounts that allow for the borrowing of money to purchase goods and services while paying for them in the future, usually with interest, and short- and long-term loans; (6) developing understanding of planning for the future through investment accounts and retirement plans and comparing investment choices by analyzing rates of return and risk, while analyzing how diversification is one way to reduce investment risk; and (7) recognizing that there are risks that can result in lost income, health, or identity and that those risks can be accepted, reduced, or transferred to others through the purchase of insurance. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills. This course meets the statutory requirement outlined in Section 1003.4282(3)(h), Florida Statutes, which states that beginning with students entering grade 9 in the 2023-24 school year, each student must earn one-half credit in personal financial literacy and money management

Philosophy Honors

1004300
0.50 credit
The purpose of this class is to introduce scholars to the basics of moral philosophy as it has been understood within the western tradition. The focus will be on those authors who have been most foundational to philosophy: Plato, Aristotle, Cicero, and Aquinas. The course will also aim to provide an overview of the various changes and developments that have occurred in ethical thought, to provide scholars with various perspectives that will help sharpen their own thinking about moral matters.

Semantics and Logic Honors
2105355
0.50 credit
This course provides the opportunity for scholars to prepare, write, and defend their senior thesis. Each scholar's education at PCCA points to the Senior Thesis. It is a 10-15 page dissertation in which the student explores and defends a philosophical topic. Seniors complete the complementary Philosophy and Senior Thesis course under the supervision of a formal instructor and additional academic advisor. The thesis is then presented and defended before a three-member panel.

Visions and Countervisions: Europe, U.S. and the World from 1848 Honors
2100480
1.0 credit
The grade 9-12 Visions and Countervisions course consists of the following content area strands: World History, American History, Geography, and Humanities. The primary content emphasis for this course pertains to the chronological study of major concepts and trends evidenced in the United States, Europe, and the world from 1848 to the present. Content should include, but is not limited to, the visions of revolution, nationalism, and imperialism evidenced in European history from 1848 to 1918, international politics from 1918 to 1945 emphasizing post-war Europe, cultural identities following nationalist and independent movements, the development and rise of communism, domestic issues affecting the United States from 1880 to the present, and the United States economic, political, and social policies and their effects on the world from 1898 to the present.

Psychology 1
2107300
0.50 credit
Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.

NOTE: This course is offered only as an elective at Pineapple Cove Classical Academy.

Psychology 2

2107310
0.50 credit
Prerequisite: Psychology 1
Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this second introductory course includes statistical research, psychobiology, motivation and emotion, sensation and perception, states of consciousness, psychological testing, and social psychology.

NOTE: This course is offered only as an elective at Pineapple Cove Classical Academy.

World Languages

Latin 1
0706300
1.0 credit
Latin 1 introduces scholars to the target language and its culture. The scholar will develop a thorough understanding of the written language as well as of the influence the language and culture has had on other world languages, culture, government, arts and laws. Emphasis is placed on proficient understanding in the reading of the language. An introduction to writing is also included as well as culture, connections, comparisons, and communities. Latin scholars will focus more on reading and interpreting written passages rather than using oral modes of communication.

NOTE: Can be taken in 8th grade for high school credit.

Latin 2
0706310
1.0 credit
Latin 2 expands the skills acquired by scholars in Latin 1. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stresses activities which are important to prepare for translating the works of authentic authors in the target language. In presentational speaking and presentational writing, Latin scholars will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. Latin scholars will focus more on reading and interpreting written passages rather than using oral modes of communication.

Honors Latin 3
0706320
1.0 credit
Latin 3 expands the skills acquired by scholars in Latin 2. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stress activities which are important to authors such as Caesar, Cicero, Plautus, Ovid, Catullus, Horace, Pliny, Sallust, Juvenal and Vergil. In

presentational speaking, Latin scholars will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. For presentational writing, scholars will write essays of literary criticism to prepare for those expected in Advanced Placement and college classes. Latin scholars will focus more on reading and interpreting written passages rather than using oral modes of communication.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Advanced Placement Latin
0706375
1.0 credit
This course follows the Advanced Placement Program guidelines, with emphasis on both Vergil's Aeneid and Caesar's Gallic War. The scholar will translate a prepared passage from the syllabus into idiomatic English; discuss particular motifs or general themes suggested by the passage; and critically analyze the qualities of English translations of a particular passage. There will also be a focus on learning Vergilian and Caesarian vocabulary that will be helpful on the SAT exam. Scholars who take this course are required to take the Advanced Placement examination administered by the College Board.

Prerequisite: This course is offered to scholars who have mastered the skills required for previous Latin classes, maintained a minimum of 85% in prior Latin classes, and received a teacher recommendation. Consideration will also be given in accordance with the College Board AP Success Predictor Report when applicable.

Advanced Placement Course Note: AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations. AP classes are taught using College Board standards at a college level. This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular/honors course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline. Scholars will be required to take the AP exam at the end of the school year that corresponds to the AP class.

Spanish 1
0708340
1.0 credit
Spanish 1 introduces scholars to the target language and its culture. The scholar will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

Spanish 2

0708350
1.0 credit
Spanish 2 reinforces the fundamental skills acquired by the scholars in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

Spanish 3 Honors
0708360
1.0 credit
Spanish 3 provides mastery and expansion of skills acquired by the scholars in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Spanish 4 Honors
0708370
1.0 credit
Spanish 4 expands the skills acquired by the students in Spanish 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Honors Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Physical and Health Education

HOPE
3026010
1.0 credit

The purpose of these courses are to develop and enhance healthy behaviors that influence lifestyle choices and scholar health and fitness. scholars will realize the full benefit of this course when it is taught with an integrated approach. In addition to the physical education content represented in the benchmark, specific health education topics within this course include, but are not limited to: Mental/Social Health, Physical Activity, Components of Physical Fitness, Nutrition and Wellness Planning, Diseases and Disorders, Alcohol, Tobacco, and Drug Prevention, Human Sexuality including Abstinence and HIV and Internet Safety.

NOTE: Meets the one credit Physical Education graduation requirement.

Individual and Dual Sports 1
1502410
0.50 credit
Develops the physical skills necessary to be competent in sports that require one or two players. Knowledge of offensive and defensive strategies and tactics and appropriate social behaviors within both competitive and non-competitive activity settings. The integration of fitness concepts throughout the content is critical to scholar success in this course and in the development of a healthy and physically active lifestyle

Individual and Dual Sports 2
1502420
0.50 credit
Individual and Dual Sports 2 builds on skills learned in Individual and Dual Sports 1. Advanced movement techniques, offensive and defensive strategies as well as biomechanical principles are included in coursework. Fitness concepts are integrated throughout the content. This course encourages scholar participation in individual and dual sports as lifetime activities.

Individual and Dual Sports 3
1502430
0.50 credit
Individual and Dual Sports 3 builds on skills learned in Individual and Dual Sports 1 and 2. Advanced movement techniques, offensive and defensive strategies as well as biomechanical principles are included in coursework. Fitness concepts are integrated throughout the content. This course encourages scholar participation in individual and dual sports as lifetime activities.

Team Sports 1
1503350
0.50 credit
Team Sports 1 improves the scholar's knowledge and application of skills, techniques, strategies, rules, and safety practices. The course also provides opportunities to practice good sportsmanship through sports such as basketball, soccer, softball, volleyball, flag football; and may include: field hockey, lacrosse, flag rugby, or team handball.

Team Sports 2
1503360
0.50 credit

Team Sports 2 provides additional in depth instruction and scholar leadership opportunities. The course improves the scholar's knowledge and application of skills, techniques, strategies, rules, and safety practices. The course also provides opportunities to practice good sportsmanship through sports such as basketball, soccer, softball, volleyball, flag football; and may include: field hockey, lacrosse, flag rugby, or team handball.

Fitness Lifestyle Design
1501310
0.50 credit
This course analyzes the long-term benefits of participating in physical activity, and increases scholars' knowledge and understanding of the principles, procedures, and techniques of personal fitness, including use of equipment, planning, and training. Students will engage in physical activity in this course.

First Aid and Safety
0800320
0.50 credit
This course provides a basic overview of the causes and preventions of unintentional injuries, appropriate emergency responses to those injuries and crisis response planning. Safety education should include cardiopulmonary resuscitation (CPR) and the use of an automatic external defibrillator (AED), first aid for obstructed airway, and injury prevention. The content should include, but is not limited to, the following: Injury prevention and safety, safety promotion, first aid procedures, adult, child, and infant CPR, and AED procedure, disaster preparedness, environmental health (community resources and services), community health and consumer health (career and public service opportunities).

Comprehensive Fitness
1501390
0.50 credit
This fitness course is designed for high school students and intended to be 18 weeks in length. The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success. Through the course students will design, implement and assess a personal fitness program.

Personal Fitness
1501300
0.50 credit
This fitness course is designed for high school students and intended to be 18 weeks in length. The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

Research and Critical Thinking Skills

Critical Thinking and Study Skills

1700370
0.50 credit
Critical Thinking and Study Skills provides scholars opportunities to develop test taking skills and demonstrates proficiency on standardized tests. Scholars will also study vocabulary and word attack skills, apply critical thinking skills to mathematics, practice overall test taking strategies, and develop an understanding of college entrance examination formats.

Engaged Citizenship Through Service Learning
2104350
1.0 credit
This course provides an introduction and opportunities for leadership in the areas of service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. scholars will actively participate in meaningful service-learning experiences of at least 30 hours' duration.

Leadership Skills Development
2400300
1.0 credit
The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes. The content should include, but not be limited to, the following: study in self-understanding, development in such areas as goal setting, self-actualization, and assertiveness, and study of organizational theories and management.

Leadership Techniques Honors
2400310
1.0 credit
This course will provide an in-depth study of the leadership techniques of decision making, problem solving, meeting skills, communication, group conflict reduction, time and stress management, evaluation, team building, group dynamics, motivational strategy, data collection for project needs, evaluation of community organizations, purpose of local government,and the role of leadership in a democratic society. The content should include, but not be limited to, the following: development in areas such as self-esteem, goal setting, and character building and enhanced leadership skills and the ability to function in both a group setting and the community.

Learning Strategies
7963080
1.0 credit
The purpose of this course is to enable scholars with disabilities to acquire and generalize strategies and skills across academic, community, and employment settings to achieve annual goals based on assessed needs and the scholar's individual educational plan (IEP).

Research 1
1700300
1.0 credit
The purpose of this course is to enable scholars to develop fundamental knowledge of the steps

in the research process. The content should include, but not be limited to, the following: nature and purpose of research, research questions and hypotheses, research methods and procedures, review of literature and other resources, primary and secondary sources, directed investigations, organization of information, report formats, styles, and content, critical analysis of research, and submission of a major independent research project.

Research 2
1700310
1.0 credit
The purpose of this course is to enable students to develop basic knowledge and skills in the research process with emphasis on determining and refining research questions. The content should include, but not be limited to, the following: research process, research topics, research questions and hypotheses, definition, analysis, and evaluation of research questions, review of literature and other resources, primary and secondary sources, formulation of hypotheses, organization of information, report formats, styles, and content, directed investigations, and critical analysis of research.

Career Research and Decision Making
1700380
1.0 credit
The purpose of this course is to develop career planning competencies, enabling students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job. The content should include, but not be limited to, the following: goal-setting and decision-making processes, self-assessment, sources of career information, occupational fields and educational requirements, postsecondary education and training opportunities, writing, listening, viewing, and speaking skills for applications and interviews, financial planning and sources of educational financial assistance, and career planning.

Performing and Fine Arts

All courses listed in this section will meet performing fine arts graduation requirement. Students must demonstrate mastery of appropriate performance standards to receive credit in all courses. These courses incorporate hands-on activities and consumption of art materials.
Note for ALL Chorus and Theatre Courses: Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Creating Two-Dimensional Art
0101355
0.50 credit
Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.

Two-Dimensional Studio Art 1
0101300
1.0 credit
This course provides opportunities to explore media and techniques used to create a variety of two-dimensional (2-D) artworks through drawing, painting, printmaking, collage, and/or design. scholars practice, sketch, and manipulate the basic elements of art and principles of design to improve mark-making and develop purposeful compositions created from observation, research, or imagination. Through critique processes, scholars learn to reflect, evaluate and respond to artwork.

Two-Dimensional Studio Art 2
0101310
1.0 credit
This course focuses on further development, refinement, and progression of the Two-Dimensional Art 1 content and provides opportunities to explore media and techniques used to create a variety of two-dimensional (2-D) artworks through drawing, painting, printmaking, collage, and/or design. scholars practice, sketch, and manipulate the basic elements of art and principles of design to improve mark-making and develop purposeful compositions created from observation, research, or imagination. Through critique processes, scholars learn to reflect, evaluate and respond to artwork.

Two-Dimensional Studio Art 3 Honors
0101320
1.0 credit
Students demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Painting 1
0104365
0.50 credit

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in painting. Students practice, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

Portfolio Development: Two-Dimensional Design Honors
0109320
1.0 credit
Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 2-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Three-Dimensional Studio Art 1
0101330
1.0 credit
Scholars explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper maché with consideration of the workability, durability, cost, and toxicity of the media used. scholar artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the

surface and structural qualities of the completed art forms. Scholars in the 3-D art studio focus on use of safety procedures for process, media, and techniques. scholar artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Three-Dimensional Studio Art 2
0101320
1.0 credit
In this course students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Processes and techniques for substitution include wheelthrown clay, glaze formulation and application, or extruded, cast, draped, molded, laminated, or soft forms. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. 3-D artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

Three-Dimensional Studio Art 3 Honors
0101320
1.0 credit
Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. 3-D artists experiment with processes, techniques, and media, which may include, but are not limited to, creating maquettes, casting and kiln-firing techniques, stone carving, mold making, or working with glass, cement, PVC piping, or structures scaled to human existence. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus

on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Portfolio Development: Three-Dimensional Design Honors
0109330
1.0 credit
Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in clay, wood, wire, glass, metal, jewelry, fabrics/fibers, fashion design, green design, industrial design, and/or objects for interior design or architecture that integrate 3-dimensional design issues in a purposeful way. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 3-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Painting 1
0104365
0.50 credit
Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in painting. Students practice, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

Ceramics/Pottery 1
0102305
0.50 credit
Students explore how much space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. Media may include, but are not limited to, clay and/or plaster, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids,

volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail. size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftmanship and quality in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Theatre 1
0400310
1.0 credit
This course is designed for scholars with little or no theatre experience, and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce scholars to acting and character development. Incorporation of other art forms in theatre also helps scholars gain appreciation for other art forms, such as music, dance, and visual art.

Theatre 2
0400320
1.0 credit
This course is designed for scholars with a year of experience or more. Classwork builds on skills learned in level 1, and focuses on characterization and playwriting/playwrights' contributions to theatre. Improvisation, creative dramatics, and exploration of the technical aspects of scene work help scholars challenge and strengthen their acting skills.

Theatre 3 Honors
0400330
1.0 credit
This course is designed for scholars with significant experience in theatre, and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. scholars regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, scholars assemble a portfolio showcasing a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

Theatre 4 Honors
0400340
1.0 credit
This course provides opportunities for scholars with extensive theatre experience to build on Theatre 3 skills. Scholars work independently and are self-directed in study and performance.

Musical Theater 1
0400700
1.0 credit
This is a course for scholars with little or limited experience in musical theatre that focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. scholars survey the evolution of music through a humanities approach and representative literature. Music theatre scholars explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals.

Musical Theater 2
0400710
1.0 credit
This course further examines the content in level 1 and is designed for scholars with a year or more experience in musical theatre. Scholars learn from the styles and techniques used by well-known singer-actor-dancers and choreographers, examine contributions of well-known performers, writers, composers, and choreographers. scholars extend their vocal, dance and movement techniques and learn to analyze the components of musical theatre to build a performance portfolio for auditions and/or interviews.

Musical Theater 3
0400720
1.0 credit
Scholars refine their audition techniques and performance/audition portfolio, and consider the contributions of musical theatre in the community and beyond. scholars select a number of pieces to showcase their abilities and become conversant about individuals who, currently and in the past, are considered major contributors to the field. scholars refine their dance and movement techniques required to sing and dance for long periods of time in rehearsals and performance. Public performances may serve as a culmination of specific instructional goals. scholars may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Theatre Directing and Stage Management 1
0400500
1.0 credit
Students learn how to select, organize, and mount formal and informal staged productions by means of exploring the leadership roles of director and stage manager. Students focus on the nature and responsibilities of the director and stage manager in relation to the entire production team; the effect of the director's concept on the overall production; vocabulary and principles of the various elements of play production; techniques used to create an effective theatre work; and basic knowledge and application of staging. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Technical Theatre Design & Production 1
0400410

1.0 credit
Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

Technical Theatre Design & Production 2
0400420
1.0 credit
Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

Technical Theatre Design & Production 3
0400430
1.0 credit
Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time; growing command of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

Technical Theatre Design & Production Honors 4
0400440
1.0 credit
Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. Students analyze increasingly more sophisticated theatre literature to inform the work of developing technical design and production pieces for one-acts or a larger production. Students assemble a portfolio that showcases an extensive body of work representing personal vision and artistic growth over time. Public performances may serve as a culmination of specific instructional

goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Journalism 1, 2, 3, 4
1006300, 1006310, 1006320, 1006330
1.0 credit each
Journalism provides instruction in writing and production skills related to various journalistic media, particularly the design and production of the school yearbook. It includes news-gathering and writing; development of editorials; sports and feature articles; electronic design and production; and management of journalistic enterprises.

Journalism 5, 6 Honors
1006331, 1006332
1.0 credit each
The purpose of this course is to perform advanced skills in the production of journalism across print, multimedia, and the web, and to develop advanced knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

Creative Photography
0108310
1.0 credit
Scholars explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. scholars become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. scholar photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Digital Art Imaging 1
0108370
1.0 credit
Scholars explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Scholars produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, scholars evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Digital Art Imaging 2
0108380

1.0 credit
Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two dimensional graphic and fine works of art. As they become more adept at using the tools and techniques available to them, students design digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Digital Art Imaging 3 Honors
0108390
1.0 credit
Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art in print and web formats. As they become more adept at using the tools and techniques available to them, students design and produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Third Grade Progression Portfolio Evidence Matrix

Year 2024-25

Student _____ **Teacher** _____

The portfolio as a whole must reflect evidence relating to approximately 50% literary texts and 50% informational texts.
See **Portfolio Text Source Matrix** for Additional Information

3rd Grade B.E.S.T. Benchmark(s)	Evidence #1	Evidence #2	Evidence #3	Evidence #4	Evidence #5	
Standard Reading Prose and Poetry **Benchmark** Literary Elements **ELA.3.R.1.1** Explain how one or more characters develop throughout the plot in a literary text. **Clarification** When explaining character development, students will include character traits, feelings, motivations, and responses to situations.	Text Source #3, Q10 Correct ___ Possible: 2	Text Source #4, Q2 Correct ___ Possible: 1	Text Source #4, Q5 Correct ___ Possible: 1	Text Source #8, Q6 Correct ___ Possible: 1	Text Source #9, Q7 Correct ___ Possible : 1	Total Correct ÷ 6 Total Possible = _____%
Standard Reading Prose and Poetry **Benchmark** Theme **ELA.3.R.1.2** Explain the theme and how it develops, using details, in a literary text.	Text Source #2, Q1 Correct ___ Possible: 1	Text Source #3, Q1 Correct ___ Possible: 1	Text Source #11, Q8 Correct ___ Possible: 1	Text Source #7, Q1 Correct ___ Possible: 1	Text Source #12, Q15 Correct ___ Possible: 1	Total Correct ÷ 5 Total Possible = _____%
Standard Reading Prose and Poetry **Benchmark** Perspective and Point of View **ELA.3.R.1.3** Explain different characters' perspectives in a literary text. **Clarification** The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.	Text Source #1, Q1 Correct ___ Possible: 1	Text Source #3, Q5 Correct ___ Possible: 1	Text Source #12, Q12 Correct ___ Possible: 1	Text Source #8, Q8 Correct ___ Possible: 1	Text Source #4, Q2 Correct ___ Possible: 1	Total Correct ÷ 5 Total Possible = _____%
Standard Reading Informational Text **Benchmark** Structure **ELA.3.R.2.1** Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.	Text Source #1, Q3 Correct ___ Possible: 1	Text Source #1, Q9 Correct ___ Possible: 1	Text Source #2, Q6 Correct ___ Possible: 1	Text Source #5, Q2 Correct ___ Possible: 1	Text Source #6, Q12 Correct ___ Possible: 1	Total Correct ÷ 5 Total Possible = _____%
Standard Reading Informational Text **Benchmark** Central Idea **ELA.3.R.2.2** Identify the central idea and explain how relevant details support that idea in a text.	Text Source #1, Q4 Correct ___ Possible: 1	Text Source #8, Q9 Correct ___ Possible: 1	Text Source #9, Q9 Correct ___ Possible : 1	Text Source #14, Q1 Correct ___ Possible: 1	Text Source #14, Q8 Correct ___ Possible:1	Total Correct ÷ 5 Total Possible = _____%
Standard Reading Informational Text **Benchmark** Purpose and Perspective **ELA.3.R.2.3** Explain the development of an author's purpose in an informational text.	Text Source #1, Q11 Correct ___ Possible: 1	Text Source #2, Q5 Correct ___ Possible: 1	Text Source #4, Q6 Correct ___ Possible: 1	Text Source #9, Q5 Correct ___ Possible : 1	Text Source #11, Q5 Correct ___ Possible: 1	Total Correct ÷ 5 Total Possible = _____%
Standard Reading Informational Text **Benchmark** Argument **ELA.3.R.2.4** Identify an author's claim and explain how an author uses evidence to support the claim.	Text Source #2, Q2 Correct ___ Possible: 2	Text Source #10, Q6 Correct ___ Possible: 3	Text Source #5, Q10 Correct ___ Possible: 2	Text Source #6, Q13 Correct ___ Possible: 1	Text Source #9, Q8 Correct ___ Possible: 1	Total Correct ÷ 9 Total Possible = _____%

Standard Reading Across Genres **Benchmark** Interpreting Figurative Language **ELA.3.R.3.1** Identify and explain metaphors, personification, and hyperbole in text(s). **Clarification 1** In addition to the types of figurative language listed in this benchmark, students are still working with types from previous grades such as simile, alliteration, and idiom. Other examples can be used in instruction. **Clarification 2** See Elementary Figurative Language in Appendix B of the B.E.S.T. Standards for ELA.	Text Source #6, Q17 Correct ___ Possible : 1	Text Source #12, Q13 Correct ___ Possible: 1	Text Source #12, Q18 Correct ___ Possible: 2	Text Source #12, Q17 Correct ___ Possible: 1	Text Source #8, Q5 Correct ___ Possible: 1	Total Correct ÷ 6 Total Possible = _____%
Standard Reading Across Genres **Benchmark** Paraphrasing and Summarizing **ELA.3.R.3.2** Summarize a text to enhance comprehension. a. Include plot and theme for a literary text. b. Use the central idea and relevant details for an informational text. **Clarification 1** Most grade-level texts are appropriate for this benchmark.	Text Source #1, Q6 Correct ___ Possible: 2	Text Source #2, Q9 Correct ___ Possible: 1	Text Source #7, Q10 Correct ___ Possible: 2	Text Source #4, Q1 Correct ___ Possible: 1	Text Source #5, Q8 Correct ___ Possible: 1	Total Correct ÷ 7 Total Possible = _____%
Standard Reading Across Genres **Benchmark** Comparative Reading **ELA.3.R.3.3** Compare and contrast how two authors present information on the same topic or theme.	Text Source #13, Q17 Correct ___ Possible: 1	Text Source #12, Q19 Correct ___ Possible : 1	Text Source #15, Q14 Correct ___ Possible: 2	Text Source #15, Q17 Correct ___ Possible: 1	Text Source #14, Q7 Correct ___ Possible: 2	Total Correct ÷ 7 Total Possible = _____%
Standard Finding Meaning **Benchmark** Morphology **ELA.3.V.1.2** Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content. **Clarification** See Common Greek and Latin Roots 3-5 and Affixes in Appendix D of the B.E.S.T. Standards for ELA.	Text Source #9, Q3 Correct ___ Possible: 1	Text Source #14, Q6 Correct ___ Possible: 1	Text Source #11, Q4 Correct ___ Possible : 1	Text Source #15, Q12 Correct ___ Possible: 1	Text Source #1, Q7 Correct ___ Possible: 1	Total Correct ÷ 5 Total Possible = _____%
Standard Finding Meaning **Benchmark** Context and Connotation **ELA.3.V.1.3** Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. **Clarification 1** Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. **Clarification 2** See Context Clues and Word Relationships in Appendix D of the B.E.S.T. Standards for ELA. **Clarification 3** See ELA.R.3.1 and Elementary Figurative Language in Appendix B of the B.E.S.T. Standards for ELA.	Text Source #14, Q5 Correct ___ Possible: 1	Text Source #5, Q5 Correct ___ Possible: 1	Text Source #6, Q14 Correct ___ Possible: 1	Text Source #7, Q3 Correct ___ Possible: 1	Text Source #8, Q2 Correct ___ Possible: 1	Total Correct ÷ 5 Total Possible = _____%

Third Grade Progression Portfolio Text Source Matrix

The portfolio as a whole must reflect evidence relating to approximately 50% literary texts and 50% informational texts.
Texts used for portfolio must average 500 words.
See **Portfolio Text Evidence Matrix** for Student Scores

Text Source #	Title/Description	Word Count
1	How Ladybug Got His Spots/ All About Ladybugs	711
2	Marie Curie	333
3	Basketball Buddies	564
4	Making a Special Apple Pie	575
5	Sand	787
6	Flying a Kite with Mom	491
7	Men on the Money	563
8	The Lemonade Stand	598
9	Space Plants	448
10	Man's Best Friend	589
11	Busy Buzzing Bees	536
12	A Snack for Shaggy/ Dog Being Dog	889
13	Who said?	428
14	Saving the World: One LEGO at a Time	519
15	The History of LEGO	464
	Total Word Count	8495
	Number of Text Sources	15
	Average Word Count	566

1st Grade Level (ELA) Common Assessment Library
Pineapple Cove Classical Academy (LM, PB, WM)
2025-2026 SY

Provided in case teachers wish to use as independent assessments

Quarter	Timeframe	Title/ Genre	Lexile	Skills/ B.E.S.T. Standards	Passage and Questions/Answer Key	Notes	Grading Information	Total Score	Total Score
1st Nine Weeks 8/12/24-10/11/24	*Prior to 9/11/24 (1st Interim)*	**CR1:** *The Girl and her Pup (Genre: Literary)*	Level C	Topic and relevant details	The Girl and Her Pup	Passages and questions should be read aloud	**First grade cold reads are used as an instructional tool- they can be used for grades at the discretion of the team. Comparative data for staffing of students uses STAR Assessments and Running Records.**	Questions 1-3: 1 pt each (T=3) **Total CR1**: 3 pts	**Total Points:** 14 pts
	Prior to 10/11/24 (End of 1st Quarter)	**CR2:** *Stop! (Genre: Informational)*	Level C	Topic and relevant details	Stop!	Passages and questions should be read aloud		Questions 1-3: 1 pt each (T=3) **Total CR2**: 3 pts	
		CR3: *Spiders (Genre: Informational)*	Level D	Text features/illustrations, topic/details, compare/contrast	Spiders	Passages and questions should be read aloud		Questions 1-4: 1 pt each (T=4) Questions 5-6: 2 pts each (T=4) **Total CR3**: 8 pts	
2nd Nine Weeks 10/15/24- 01/07/20/25	*Prior to 11/14/24 (2nd Interim)*	**CR4:** *Moose (Genre: Informational)*	Level D	Topic and relevant details, writing expository text about a topic	Moose	Passages and questions should be read aloud	**First grade cold reads are used as an instructional tool- they can be used for grades at the discretion of the team. Comparative data for staffing of students uses STAR Assessments and Running Records.**	Questions 1-4: 1 pt each (T=4) Question 5: 2 pts each (T=2) **Total CR4**: 6 pts	**Total Points:** 16 pts
		CR5: *The Grasshopper and the Ant (Genre: Literary)*	Level F	Story elements, character traits, sequence, moral	The Grasshopper and the Ant	Passages and questions should be read aloud		Questions 1-4 1 pt each (T=4) Questions 5-7: 2 pts each (T=6) **Total CR5**: 10 pts	
	Prior to 01/07/25 (2nd Quarter)	**CR6**: *Bald Eagle (Genre: informational)*	Level G	Text features/illustrations, topic/details, compare/contrast	Bald Eagle	Passages and questions should be read aloud		Questions 1-4 1 pt each (T=4) Questions 5-7: 2 pts each (T=6) **Total CR6**: 10 pts	**Total Points:** 18 pts
		CR7: *The Red Flower (Genre: Literary)*	Level G	Story elements: setting, character traits, sequence	The Red Flower	Passages and questions should be read aloud		Questions 1-4: 1 pt each (T=4) Questions 5-6: 2 pts each (T=4) **Total CR7**: 8 pts	
3rd Nine Weeks 1/8/25-3/13/25	*Prior to 2/7/25 (3rd Interim)*	**CR8:** *Sue's Painting (Genre: Literary)*	Level G	Story elements: character traits, sequence, figurative language	Sue's Painting	Passages and questions should be read aloud	**First grade cold reads are used as an instructional tool- they can be used for grades at the discretion of the team. Comparative data for staffing of students uses STAR Assessments and Running Records.**	Questions 1-4: 1 pt each (T=4) Questions 5-6: 2 pts each (T=4) **Total CR8**: 8 pts	**Total Points:** 18 pts
		CR9: *The Water Cycle (Genre: informational)*	Level H	Text features, main topic/details, author's purpose, cause/effect	The Water Cycle	Passages and questions should be read aloud		Questions 1-4: 1 pt each (T=4) Questions 5-7: 2 pts each (T=6) **Total CR9**: 10 pts	
	Prior to 3/13/25 (3rd Quarter)	**CR10:** *Goldfish (Genre: informational)*	Level I	Topic/details, sequence	Goldfish	Passages and questions should be read aloud		Questions 1-4: 1 pt each (T=4) Questions 5-7: 2 pts each (T=6) **Total CR10**: 10 pts	**Total Points:** 20 pts
		CR11: *Mailing a Letter (Genre: Informational)*	Level I	Topic/details, sequence	Mailing a Letter	Passages and questions should be read aloud		Questions 1-4: 1 pt each (T=4) Questions 5-7: 2 pts each (T=6) **Total CR11**: 10 pts	
4th Nine Weeks 3/24/25- 5/28/25	*Prior to 4/23/25 (4th Interim)*	**CR12:** *The Turnip (Genre: Literary)*	Level I	Topic/details, sequence, author's opinion	The Turnip	Passages read independently/questions should be read aloud	**First grade cold reads are used as an instructional tool- they can be used for grades at the discretion of the team. Comparative data for staffing of students uses STAR Assessments and Running Records.**	Questions 1-4: 1 pt each (T=4) Questions 5-7: 2 pts each (T=6) **Total CR12**: 10 pts	**Total Points:** 20 pts
		CR13: *Stars (Genre: Informational)*	Level J	Topic/details, sequence, write an opinion about a topic	Stars	Passages read independently/questions should be read aloud		Questions 1-4: 1 pt each (T=4) Questions 5-7: 2 pts each (T=6) **Total CR13**: 10 pts	
	Prior to 5/28/25 (4th Quarter)	**CR14:** *Spiders (Genre: Informational)*	Level J	Topic/details, sequence, author's opinion	Spiders	Passages read independently/questions should be read aloud		Questions 1-4: 1 pt each (T=4) Questions 5-7: 2 pts each (T=6) **Total CR14**: 10 pts	**Total Points:** 20 pts
		CR15: The Rhino and the Tick *(Genre: Informational)*	Level J	Topic/details, sequence, compare two texts	The Rhino and the Tick	Passages read independently/questions should be read aloud		Questions 1-4: 1 pt each (T=4) Questions 5-7: 2 pts each (T=6) **Total CR15**: 10 pts	

Grade 1: Administration Directions & Grading Rubrics

1. All passages are read independently.
2. Teachers may read question and answer choices.
3. Please provide accommodations for students with specific plans (504. IEP, ESOL).

Open-Ended Response Grading Rubric

2 points	1 point	0 points
• Written response and/or illustration is on topic	• Written response and/or illustration is attempted **but not on topic**	• Written response and/or illustration is **not** attempted

2nd Grade Level (ELA) Common Assessment Library

Pineapple Cove Classical Academy (LM, PB, WM)

2025-2026 SY

Provided in case teachers wish to use as independent assessments

Quarter	Timeframe	Title/ Genre	Lexile	Skills/B.E.S.T. Standards	Passage and Questions/Answer Key	How do I grade?	Grading Information	Total Score
1st Nine Weeks 8/12/24-10/11/24	*Prior to 9/11/24 (1st Interim)*	***CR1:** I Want to Ride My Bike! (Genre: Literary)*	300-350	Ask and answer questions, retell, key details, narrator, fiction vs. nonfiction	I Want to Ride My Bike!	**Second grade cold reads are used as an instructional tool in the first quarter- they can be used for grades at the discretion of the team. Comparative data for staffing of students uses STAR Assessments and Running Records.**	Questions 1-6 1 pt each Question 7: 2pts. **Total CR1**: 8 pts	**Total Points:** 24 pts
	Prior to 10/11/24 (End of 1st Quarter)	***CR2:** Let's Bake a Cake (Genre: Informational)*	450-500	Ask and answer questions, Author's Purpose, Text Features, Connections between events	Let's Bake a Cake		Questions 1-6 1 pt each Question 7: 2pts. **Total CR2**: 8 pts	
		***CR3:** Amazing Frogs! (Genre: Informational)*	300-325	Text features, Main idea, author's purpose, Ask and answer questions	Amazing Frogs!		Questions 1-6 1 pt each Question 7: 2pts. **Total CR3**: 8 pts	
2nd Nine Weeks 10/15/24- 01/07/2025	*Prior to 11/14/24 (2nd Interim)*	***CR4:** Nina's New Friend (Genre: Literary)*	300-350	Ask and answer questions, setting, context clues, base words	Nina's New Friend	CR4 + CR5 = **ONE GRADE Read aloud passage and questions**	Questions 1-6 1 pt each Question 7: 2pts. **Total CR4**: 8 pts	**Total Points:** 16 pts
		***CR5:** Stealth Hunters (Genre: Informational)*	300-350	Ask and answer questions, text features, context clues, main idea and key details	Stealth Hunters		Questions 1-6 1 pt each Question 7: 2pts. **Total CR5**: 8 pts	
	Prior to 01/07/25 (2nd Quarter)	***CR6:** Jaci's Dance Class (Genre: Literary)*	340-440	Ask and answer questions, text features, context clues, character traits, sequencing	Jaci's Dance Class	CR6 + CR7 = **ONE GRADE Read aloud passage and questions**	Questions 1-6 1 pt each Question 7: 2pts. **Total CR6**: 8 pts	**Total Points:** 16 pts
		***CR7:** Two Little Penguins/Penguins Grow and Change (Genre: Informational)*	300-400	Ask and answer questions, text features, context clues, poetry, comparing texts	Two Little Penguins/Penguins Grow and Change		Questions 1-6 1 pt each Question 7: 2pts. **Total CR7**: 8 pts	
3rd Nine Weeks 1/8/25- 3/13/25	*Prior to 2/7/25 (3rd Interim)*	***CR8:** The Good King (Genre: Informational)*	430-530	Ask and answer questions, context clues, fables, moral of the story, character traits, sequencing	The Good King	CR8 + CR9 = **ONE GRADE Students read independently**	Questions 1-6 1 pt each Question 7: 2pts. **Total CR8**: 8 pts	**Total Points:** 16 pts
		***CR9:** Butterflies Grow and Change (Genre: Informational)*	500-600	Root words, text features, compare texts, connections between events	Butterflies Grow and Change		Questions 1-6 1 pt each Question 7: 2pts. **Total CR9**: 8 pts	
	Prior to 3/13/25 (3rd Quarter)	***CR10:** The Missing Crayon (Genre: Literary)*	400-500	Ask and answer questions, context clues, problem and solution, character traits, sequencing	The Missing Crayon	**CR10 + CR11 = ONE GRADE Students read independently**	Questions 1-9; 1 pt each Question: 10; 2 pts. **Total CR10**: 11 pts	**Total Points:** 22 pts
		***CR11:** Amazing Ants (Genre: Informational)*	500-600	Ask and answer questions, context clues, compare and contrast, multiple meaning words, using illustrations/text features	Amazing Ants		Questions 1-9; 1 pt each Question: 10; 2 pts. **Total CR11**: 11 pts	
4th Nine Weeks 3/24/25- 5/28/25	*Prior to 4/23/25 (4th Interim)*	***CR13:** The Special Gift (Genre: Literary)*	500-600	Ask and answer questions, context clues, compare and contrast, character traits, sequencing	The Special Gift	**CR12 + CR13 = ONE GRADE Students read independently**	Questions 1-9; 1 pt each Question: 10; 2 pts. **Total CR12**: 11 pts	**Total Points:** 22 pts
		***CR13**: Rocks Rock (Genre: Informational)*	600-700	Main idea, supporting details, author's purpose, text features, multiple meaning words, context clues	Rocks Rock		Questions 1-9; 1 pt each Question: 10; 2 pts. **Total CR13**: 11 pts	
	Prior to 5/28/25 (4th Quarter)	***CR14**:The Tortoise and the Hare (Genre: Informational)*	550-650	Ask and answer questions, context clues, central message, infer using pictures, shades of meaning	The Tortoise and the Hare	**CR14 + CR15 = ONE GRADE Students read independently**	Questions 1-9; 1 pt each Question: 10; 2 pts. **Total CR14:** 11 pts	**Total Points:** 22 pts
		***CR15:** Eliot's Nose (Genre: Literary)*	500-600	Using illustrations, central message, sequencing, point of viewe	Eliot's Nose		Questions 1-9; 1 pt each Question: 10; 2 pts. **Total CR15**: 11 pts	

Grade 2: Administration Directions & Grading Rubrics

1. All passages, question, and answer choices are read independently.
2. Please provide accommodations for students with specific plans (504. IEP, ESOL)
3. Allotted Time: 25-30 minutes (1st Semester)/ 30-35 minutes (2nd Semester)

Open-Ended Response Grading Rubric

2 points	1 point	0 points
• Written response is on topic	• Written response is attempted **but not on topic**	• Written response is **not** attempted

3rd Grade Level (ELA) Common Assessment Library

Pineapple Cove Classical Academy (LM, PB, WM)

2025-2026 SY

Quarter	Timeframe	Title/ Genre	Lexile	B.E.S.T. Standards	Passage and Questions	Answer Key	How do I grade?	Grading Information	Total Score	Portfolio Text Reference #
1st Nine Weeks 8/12/24-10/11/24	*Prior to 9/11/24 (1st Interim)*	***CR1:** How Ladybug Got His Spots/ All About Ladybugs (Genre: Literary/Informational)*	600-650	Ask and answer questions, Sequencing a fable, Central message, moral of the story, suffixes, illustrations, Point of view, Context clues, Author's Purpose, Text features	How Ladybug Got His Spots/ All About Ladybugs	Answer Key	1= **ONE CW GRADE** CR2 + CR3 = **ONE QUIZ GRADE**	Questions 1-5; 7-11: 1 pt each Question 6; 2 pts **Total CR1**: 12 pts.	**CR 1 Total Points:** 11 pts **CR 2 and CR 3 Total Points:** 23 points	Text #1
	Prior to 10/11/24 (End of 1st Quarter)	***CR2:** Marie Curie (Genre: Informational)*	650-700	Ask and answering questions, text features, context clues, main idea and details, author' s purpose	Marie Curie	Answer Key		Questions 1, 3-9: 1 pt each Question 2, 10: 2 pts ea. **Total CR2**: 12 pts		Text #2
		***CR3:** Basketball Buddies (Genre: Literary)*	620-680	Ask and Answer questions, Sequencing a story, Characters actions, point of view, illustrations, context clues	Basketball Buddies	Answer Key		Questions 1-9 1 pt each Question 10: 2 pts ea. **Total CR3**: 11 pts		Text #3
2nd Nine Weeks 10/15/24- 01/07/20/25	*Prior to 11/14/24 (2nd Interim)*	***CR4:** Making a Special Apple Pie (Genre: Literary)*	600-650	Ask and Answer questions, sequence a story, character actions, problem and solution, context clues, main idea and details, text features, author's purpose	Making a Special Apple Pie	Answer Key	CR4 + CR5 = **ONE TEST GRADE**	Questions 1-9; 1 pt each Question 10; 2 pts **Total CR4**: 11 pts.	**Total Points:** 24 pts	Text #4
		***CR5:** Sand (Genre: Informational)*	650-700	Ask and Answer questions, story structure, character actions, inference, context clues, main idea and details, text features, figurative language	Sand	Answer Key		Questions 1-3, 5-9 1 pt each Question 4, 10: 2 pts **Total CR5**: 13 pts		Text #5
	Prior to 01/07/25 (2nd Quarter)	***CR6:** Flying a Kite with Mom (Genre: Literary)*	650-700	Ask and Answer questions, story structure, character actions, inference, context clues, main idea and details, text features, figurative language	Flying a Kite with Mom	Answer Key	CR6 + CR7 = **ONE QUIZ GRADE**	Questions 1-10; 1 pt each **Total CR6**: 10 pts	**Total Points:** 23 pts	Text #6
		***CR7:** Men on the Money (Genre: Informational)*	700-750	Main idea and details, context clues, using content specific vocabulary, text features, comparing articles on similar topic, using search tools	Men on the Money	Answer Key		Questions 1-3, 5-9 1 pt each Question 4, 10: 2 pts **Total CR7**: 13 pts		Text #7
3rd Nine Weeks 1/8/25-3/13/25	*Prior to 2/7/25 (3rd Interim)*	***CR8:** The Lemonade Stand (Genre: Literary)*	610-700	Character actions, Sequencing, Figurativelanguage, Author's purpose, Main Idea and details, Context Clues, text features	The Lemonade Stand	Answer Key	CR8 + CR9 = **ONE TEST GRADE**	Questions 1-2, 4-9: 1 pt each Question 3, 10: 2pts ea. **Total CR8**: 12 pts	**Total Points:** 25 pts	Text #8
		***CR9:** Space Plants (Genre: Informational)*	680-770	Sequencing, Character Actions, How events cause other events, Figurative Language, Author's point of view, Central Message, Context clues, Multiple meaning words, Text features, Using illustrations	Space Plants	Answer Key		Questions 1-5, 7-9: 1 pt each Question 10: 2pts ea. Question 6: 3 pts. **Total CR9:** 13 pts		Text #9
	Prior to 3/13/25 (3rd Quarter)	***CR10:** Man's Best Friend (Genre: Literary)*	680-800	Ask/answer questions, Text features, Citing information, Author's Purpose, Context clues, Figurative Language, Theme/Lesson, Making an Inference, Sequencing	Man's Best Friend	Answer Key	CR10 + CR11 = **ONE QUIZ GRADE**	Questions 1-2,4-5, 7-9: 1 pt each Question 3, 10: 2pts ea. Question 6: 3 pts. **Total CR10**: 14 pts	**Total Points:** 27 pts.	Text #10
		***CR11:** Busy Buzzing Bees (Genre: Informational)*	700-800	Ask and answer questions, Text features, Citing information, Author's Purpose, Text features, Theme/Moral, Word parts, Main idea, Sequencing	Busy Buzzing Bees	Answer Key		Questions 1-6, 8-9: 1 pt each Question 10: 2pts ea. Question 7: 3 pts. **Total CR11:** 13 pts		Text #11
4th Nine Weeks 3/24/25- 5/28/25	*Prior to 4/23/25 (4th Interim)*	***CR12:** A Snack for Shaggy/ Dog Being Dog (Genre: Paired Literary)*	680-800	Ask/answer questions, Text features, Citing information, Author's Purpose, Context clues, Figurative Language, Theme/Lesson, Making an Inference, Sequencing	A Snack for Shaggy/ Dog Being Dog	Answer Key	CR12 + CR13 = **ONE TEST GRADE**	Questions 11-17, 19-23: 1 pt ea. Question 18: 2 pts **Total CR12**: 14 pts	**Total Points:** 27 pts.	Text #12
		***CR13:** Who Said? (Genre: Poem)*	650-800	Sequencing, Ask/answer questions, Literary devices, Citing information, Author's Purpose, Sequencing events, Character's Actions, Making an Inference	Who said?	Answer Key		Questions 1-3, 15-23: 1 pt ea. Question 4: 2pts **Total CR13**: 13 pts **Note on Q11: Do not count-quotation marks are not a 3rd gr standard.**		Text #13
	Prior to 5/28/25 (4th Quarter)	***C14:** Saving the World: One LEGO at a Time (Genre: Informational)*	750-820	Ask/answer questions, Main idea and details, Citing information, compare and contrast, Sequencing events, Drawing conclusions, Author's Purpose, Making an Inference, Word parts, Word choice	Saving the World: One LEGO at a Time	Answer Key	CR14 + CR15 = **ONE QUIZ GRADE**	Questions 1-6, 8-9 1 pt each Question 7, 10: 2 pts ea. **Total CR14**: 12 pts	**Total Points:** 26 pts	Text #14
		***CR15:** The History of LEGO (Genre: Informational)*	750-820	Ask/answer questions, Main idea and details, Citing information, compare and contrast, Sequencing events, Drawing conclusions, Author's Purpose, Making an Inference, Word parts, Word choice	The History of LEGO	Answer Key		Questions 11-13, 15-23: 1 pt ea. Question 14: 2 pts **Total CR15**: 14 pts		Text #15

Grade 3: Administration Directions & Grading Rubrics

1. Students will take assessments individually
2. Please provide accommodations for students with specific plans (504. IEP, ESOL)
3. Allotted Time: 30-35 minutes

2 points	1 point	0 points
• Written response is complete and includes support	• Written response **does not** include support	• Written response is not attempted, incomplete, **or** is not on topic

Portfolio Information

Text Source Portfolio Matrix

Third Grade Portfolio Evidence Matrix

4th Grade Level (ELA) Common Assessment Library

Pineapple Cove Classical Academy (LM, PB, WM)

2025-2026 SY

Quarter	Timeframe	Title/ Genre	Lexile	B.E.S.T. Standards/Answer Key	Passage and Questions	How do I grade?	Grading Information	Total Score
1st Nine Weeks 8/12/24-10/11/24	*Prior to 9/11/24 (1st Interim)*	***CR1:** Beneath the Silver Stars (Genre: Literary)*	600	Standards/Key	Beneath the Silver Stars	R1 = **ONE CW GRADE** CR2 + CR3 = **ONE QUIZ GRADE**	Questions 1-8 1 pt ea. Question 9-11: 2 pts ea. **Total CR1**: 14 pts	**CR 1 Total Points:** 14 pts **CR 2 and CR 3 Total Points:** 27 points
	Prior to 10/11/24 (End of 1st Quarter)	***CR2:** Haunted House (Genre: Literary)*	600	Standards/Key	Haunted House		Questions 1-8 1 pt ea. Question 9-11: 2 pts ea. **Total CR2**: 14 pts	
		***CR3:** Catching Up (Genre: Information, Letter)*	610	Standards/Key	Catching Up		Questions 1-5, 7-8 : 1 pt ea. Questions 6, 9-10: 2 pts. ea. **Total CR3:** 13 pts	
2nd Nine Weeks 10/15/24- 01/07/2025	*Prior to 11/14/24 (2nd Interim)*	***CR4:** Vacation Time/Fish Food (Genre: Paired Literary Text)*	600	Standards/Key	Vacation Time/Fish Food	CR4 + CR5 = **ONE TEST GRADE**	Questions 1-4, 7-10, 12-14 1 pt ea. Question 5-6, 11: 2 pts ea. **Total CR4**: 17 pts	**Total Points:** 33 pts
		***CR5:** The West Moor Sports Camp (Genre: Informational)*	700	Standards/Key	The West Moor Sports Camp		Questions 1-3, 5-7, 9 1 pt. ea. Question 4: 3 pts ea. Question 8, 10-11: 2 pts ea. **Total CR5**: 16 pts	
	Prior to 01/07/25 (2nd Quarter)	***CR6:** Muhammad Ali (Genre: Informational)*	700	Standards/Key	Muhammad Ali	CR6 + CR7 = **ONE QUIZ GRADE**	Questions 1-10 1 pt ea. **Total CR6:** 10 pts ea.	**Total Points:** 25 pts
		***CR7:** The Girlfriend and the Mother (Genre: Literary)*	800	Standards/Key	The Girlfriend and the Mother		Questions 1-7 & 9 &11, 1 pt ea; Question 8, 10, 12 , 2 pts ea; **Total CR7**: 15 pts	
3rd Nine Weeks 1/8/25-3/13/25	*Prior to 2/7/25 (3rd Interim)*	***CR8:** The Sahara Desert (Genre: Informational)*	810	Standards/Key	The Sahara Desert	CR8 + CR9 = **ONE TEST GRADE**	Questions 1-7 & 9-10 1 pt ea; Questions 8 & 11, 2 pts ea; Question 12, 3 pts ea. **Total CR8**: 16 pts.	**Total Points:** 31 pts
		***CR9:** The Taming of the Lion (Genre: Literary, Poetry)*	810	Standards/Key	The Taming of the Lion		Questions 1-4 & 6-12: 1 pt. ea.; Questions 5 & 13, 2 pts ea. **Total CR9:** 15 pts	
	Prior to 3/13/25 (3rd Quarter)	***CR10:** Grooming a King Charles Cavalier (Genre: Informational)*	810	Standards/Key	Grooming a King Charles Cavalier	CR10 + CR11 = **ONE QUIZ GRADE**	Questions 1-10, 1 pt ea; Questions 11 & 12, 2 pts ea **Total CR10**: 14 pts	**Total Points:** 32 pts.
		***CR11:** Disappearing Dessert/ The Cookie Thief (General: Paired Literary Text)*	800	Standards/Key	Disappearing Dessert/The Cookie Thief		Questions 1-4, 7-9, 12-14 1 pt. ea. Question 5-6, 10-11: 2 pts ea. **Total CR11**: 18 pts	
4th Nine Weeks 3/24/25- 5/28/25	*Prior to 4/23/25 (4th Interim)*	***CR12:** Nintendo, Bearking In (Genre: Paired Informational Text)*	810	Standards/Key	Nintendo/Breaking In	CR12 + CR13 = **ONE TEST GRADE**	Questions 1-4, 7-9, 12-14 1 pt ea. Question 5-6, 10-11: 2 pts ea. **Total CR12**: 18 pts	**Total Points:** 29 pts.
		***CR14:** Happy Campers Summer Retreat (Genre: Informational)*	800	Standards/Key	Happy Campers Summer Retreat		Questions 1-4, 6-9: 1 pt ea. Question 5: 2 pts ea. **Total CR13**: 11 pts	
	Prior to 5/28/25 (4th Quarter)	***CR13:** Mozart/Michelangelo (Genre: Paired Informational Text)*	1000	Standards/Key	Mozart/Michelangelo	CR14 + CR15 = **ONE QUIZ GRADE**	Questions 1-4, 7-9, 12-14 1 pt. ea. Question 5-6, 10-11: 2 pts ea. **Total CR14**: 18 pts	**Total Points:** 32 pts
		***CR15:** Keep Smiling (Genre: Literary, Poetry)*	1010	Standards/Key	Keep Smiling		Questions 1-2, 4-9 1 pt ea. Question 3, 10, 11: 2 pts ea. **Total CR15**: 14 pts	

Grade 4: Administration Directions & Grading Rubrics

1. Students will take assessments individually
2. Please provide accommodations for students with specific plans (504. IEP, ESOL)
3. Allotted Time: 30-35 minutes
4. Refer to individual keys for short answer guidelines

5th Grade Level (ELA) Common Assessment Library

Pineapple Cove Classical Academy (LM, PB, WM)

2025-2026 SY

Quarter	Timeframe	Title/ Genre	Lexile	B.E.S.T. Standards/Answer Key	Passage and Questions	How do I grade?	Grading Information	Total Score
1st Nine Weeks 8/12/24-10/11/24	*Prior to 9/11/24 (1st Interim)*	***CR1:*** *To My Teacher (Genre: Informational)*	800	Standards/Key	To My Teacher	CR1= **ONE CW GRADE** CR2 + CR3 = **ONE QUIZ GRADE**	Questions 1-11: 1 pt ea. Question 12-13; 2 pts ea. **Total CR1**: 15 pts	**Total CR1:** 15 pts **CR 2 and CR 3 Total Points:** 27 points
	Prior to 10/11/24 (End of 1st Quarter)	***CR2:*** *The Lighthouse (Genre: Literary)*	800	Standards/Key	The Lighthouse		Questions 1-10: 1 pt ea. Question 11-12; 2 pts ea. **Total CR2**: 14 pts	
		CR3: *Playing a Musical Instrument (Genre: Informational)*	900	Standards/Key	Playing a Musical Instrument		Questions 1-4, 6-10: 1 pt ea. Question 5, 11; 2 pts ea. **Total CR3**: 13 pts	
2nd Nine Weeks 10/15/24- 01/07/2025	*Prior to 11/14/24 (2nd Interim)*	***CR4:*** *Tara's Fear (Genre: Literary)*	800	Standards/Key	Tara's Fear	CR4 + CR5 = **ONE TEST GRADE**	Questions 1-9: 1 pt ea. Question 10-11; 2 pts ea. **Total CR4**: 13 pts	**CR 4 and CR 5 Total Points:** 27 points
		CR5: *Mark Zuckerberg (Genre: Informational)*	900	Standards/Key	Mark Zuckerberg		Questions 1-7, 9 :1 pt ea. Question 8, 10-11; 2 pts ea. **Total CR5**: 14 pts	
	Prior to 01/07/25 (2nd Quarter)	***CR6:*** *The Inventor/The Aspiring Star (Genre: Paired Literary)*	900	Standards/Key	The Inventor/The Aspiring Star	CR6 + CR7 = **ONE QUIZ GRADE**	Questions 1-3, 6-11, 14-16 :1 pt ea. Question 4-5, 12-13; 2 pts ea. **Total CR6**: 20 pts	**CR 6 and CR 7 Total Points:** 40 points
		CR7: *Manchester United Soccer Club (Genre: Informational)*	950	Standards/Key	Manchester United Soccer Club		Questions 1-4, 6, 8-10: 1 pt ea. Question 5; 4 pts. Question 7,12: 3 pts. Question 11: 2 pts. **Total CR7**: 20 pts	
3rd Nine Weeks 1/8/25-3/13/25	*Prior to 2/7/25 (3rd Interim)*	***CR8:*** *Little White Lilly (Genre: Poem)*	N/A	Standards/Key	Little White Lilly	CR8 + CR9 = **ONE TEST GRADE**	Questions 1-8: 1 pt ea. Question 9-10; 2 pts ea. **Total CR8**: 12 pts	**CR 8 and CR 9 Total Points:** 27 points
		CR9: *The Human Skeleton/Food Poisoning (Genre: Paired Informational)*	1000	Standards/Key	The Human Skeleton/Food Poisoning		Questions 1, 3-5,8-11,14-16:1 pt ea. Question 2: 3 pts. Question 6-7, 12-13: 2 pts ea. **Total CR9**: 22 pts	
	Prior to 3/13/25 (3rd Quarter)	***CR10:*** *The River Bank Creative Writing Group (Genre: Literary)*	1000	Standards/Key	The River Bank Creative Writing Group	CR10 + CR11 = **ONE QUIZ GRADE**	Questions 1-2, 4-8, 10: 1 pt ea. Question 3, 9: 2 pts. Question 11: 3 pts. **Total CR10**: 15 pts	**CR 10 and CR 11 Total Points:** 26 points
		CR11: *Writing a Short Story (Genre: Informational)*	900	Standards/Key	Writing a Short Story		Questions 1-8: 1 pt ea. Question 9: 2 pts ea. **Total CR11**: 11 pts	
4th Nine Weeks 3/24/25- 5/28/25	*Prior to 4/23/25 (4th Interim)*	***CR12:*** *A New Start/A New Arrival (Genre: Paired Literary)*	950	Standards/Key	A New Start/A New Arrival	CR12 + CR13 = **ONE TEST GRADE**	Questions 1-6, 8-10, 14-16: 1 pt ea. Question 7,11-12; 2 pts ea. Question 13: 3 pts. **Total CR12**: 21 pts	**CR 12 and CR 13 Total Points:** 35 points
		CR13: *Take a Deep Breath (Genre: Informational)*	1000	Standards/Key	Take a Deep Breath		Questions 1-2, 4-9: 1 pt ea. Question 3, 4 pts. Question 10; 2 pts ea. **Total CR13**: 14 pts	
	Prior to 5/28/25 (4th Quarter)	***CR14:*** *Trying Too Hard (Genre: Literary)*	900	Standards/Key	Trying Too Hard	CR14 + CR15 = **ONE QUIZ GRADE**	Questions 1-9, 1 pt ea. Question 10, 12; 2 pts ea. Question 11: 3 pts. **Total CR14**: 16 pts	**CR 14 and CR 15 Total Points:** 37 points
		CR15: *The Super Bowl/Sports and Trophies (Genre: Poem)*	1050	Standards/Key	The Super Bowl/Sports and Trophies		Questions 1-5, 8-10, 13-15: 1 pt ea. Question 6, 4 pts. Question 7, 11-12; 2 pts ea. **Total CR15**: 21 pts	

Grade 5: Administration Directions & Grading Rubrics

1. Students will take assessments individually
2. Please provide accommodations for students with specific plans (504. IEP, ESOL)
3. Allotted Time: 30-35 minutes

Open-Ended Response Grading Rubric

2 points	1 point	0 points
• Written response is complete and includes support	• Written response **does not** include support	• Written response is not attempted, incomplete, **or** is not on topic

6th Grade Level (ELA) Common Assessment Library

Pineapple Cove Classical Academy (LM, PB, WM)

2025-2026 SY

Quarter	Timeframe	Title/ Genre	Lexile	B.E.S.T. Standards	Passage and Questions	Answer Key/Standards	Grading Information	Total Score	Total Score
1st Nine Weeks 8/12/24-10/11/24	*Prior to 9/11/24 (1st Interim)*	***CR1:** The Flying Tomato (Genre: Informational)*	700-810	Making a claim, Inference, Context Clues, Author's Purpose, Text Evidence	The Flying Tomato	Answer Key	**ONE CW GRADE** CR2 + CR3 = **ONE QUIZ GRADE**	Questions 1-3, 8: 1 pt ea Question 4, 7: 3 pts ea Questions 5, 6: 2 pts ea **Total CR1**: 14 pts	**otal CR1:** 14 pts **CR 2 and CR 3 Total Points:** 28 points
	Prior to 10/11/24 (End of 1st Quarter)	***CR2:** The Invisible Man (Genre: Literary)*	900-960	Text evidence, Author's Purpose, Literary Elements, Inference, Theme	The Invisible Man	Answer Key		Question 1: 2 pts Questions 2, 4-7, 9: 1 pt ea Question 3: 4 pts Question 8: 3 pts. **Total CR2**: 15 pts	
		***CR3:** Killer Whales (Genre: Informational)*	850-950	Text Evidence, Context Clues, Claim, Central Idea, Inference, Author's Purpose	Killer Whales	Answer Key		Questions 1, 6: 2 pts ea Questions 2-3,5, 7-9: 1 pt each Question 4: 3 pts ea **Total CR3**: 13 pts	
2nd Nine Weeks 10/15/24- 01/07/2025	*Prior to 11/14/24 (2nd Interim)*	***CR4:** Rapunzel (Genre: Paired Literary)*	1000-1080	Inference, Author's Purpose, Point of View, Theme, Compare, Text Evidence	Rapunzel	Answer Key	CR4 + CR5 = **ONE TEST GRADE**	Questions: 1-4, 7, 9: 1 pt each Question 5: 3 pts Question 6, 8: 3 pts **Total CR4**: 15 pts.	**CR 4 and CR 5 Total Points:** 30 points
		***CR5:** Let's Move!/Let's Move? (Genre: Paired Informational)*	950-1010	Central Idea, Inference, Author's Purpose, Text Evidence, Comparing Texts, Summary, Analyzing Claims	Let's Move!/Let's Move?	Answer Key		Questions: 1-3, 5-6, 9-10: 1 pt each Question 4: 2 pts Question 7: 3 pts Question 8: 4 pts **Total CR5**: 16 pts.	
	Prior to 01/07/25 (2nd Quarter)	***CR6:** The Travelling Musicians (Genre: Literary)*	950-1020	Literary Elements, Inference, Comparing Texts, Theme and Perspective, Text Evidence	The Travelling Musicians	Answer Key	CR6 + CR7 = **ONE QUIZ GRADE**	Questions: 1-4, 7-10: 1 pt each Question 5: 2 pts Question 6: 3 pts **Total CR6**: 12 pts.	**CR 6 and CR 7 Total Points:** 26 points
		***CR7:** Diary of a Young Girl (Genre: Informational Non-Fiction)*	950-1020	Text Evidence, Inference, Summary, Author's Purpose	Diary of a Young Girl	Answer Key		Questions: 1-2, 4, 6-9: 1 pt each Question 5: 2 pts Question 3: 3 pts **Total CR7**: 14 pts.	
3rd Nine Weeks 1/8/25-3/13/25	*Prior to 2/7/25 (3rd Interim)*	***CR8:** The Frog- Prince (Genre: Literary)*	850-1000	Literary Elements, Inference, Comparing Texts, Theme, Summary, Text Evidence	The Frog-Prince	Answer Key	CR8 + CR9 = **ONE TEST GRADE**	Questions 1-4, 6, 8, 10-11: 1 pt each Question 5: 2 pts ea Question 7, 9: 3 pts ea **Total CR8**: 16 pts	**CR 8 and CR 9 Total Points:** 31 points
		***CR9:** That Sugar Book/ Sugar's Bad Rap (Genre: Paired Informational)*	1010-1100	Author's Purpose, Text Evidence, Central Idea, Comparing Texts, Central Idea, Inference	That Sugar Book/ Sugar's Bad Rap	Answer Key		Questions 2, 4-5, 7-10: 1 pt each Question 1, 3, 6, 11: 2 pts ea **Total CR9**: 15 pts	
	Prior to 3/13/25 (3rd Quarter)	***CR10:** Little Women (Genre: Literary)*	950-1010	Text Evidence, Central Idea, Literary Elements, Theme, Context Clues, Inference	Little Women	Answer Key	CR10 + CR11 = **ONE QUIZ GRADE**	Questions 1-4, 6, 8-9: 1 pt each Question 5: 2 pts Question 7: 3 pts **Total CR10**: 12 pts	**CR 10 and CR 11 Total Points:** 30 points
		***CR11:** Sharks/Jaws (Genre: Paired Informational)*	850-1000	Text Evidence, Author's Message, Structure, Claim, Context Clues, Inference, Comparing Texts	Sharks/Jaws	Answer Key		Questions 2, 4-7, 9: 1 pt each Question 1,3, 10-11: 2 pts Question 8: 4 pts **Total CR11**: 18 pts	
4th Nine Weeks 3/24/25- 5/28/25	*Prior to 4/23/25 (4th Interim)*	***CR12:** The Wizard of Oz/Tornado (Genre: Paired Informational with Literary)*	950-1030	Text Evidence, Author's Purpose, Structure, Figurative Language, Literary Elements, Comparing Texts	The Wizard of Oz/Tornado	Answer Key	CR12 + CR13 = **ONE TEST GRADE**	Questions 2-6, 8-9, 11: 1 pt each Question 1: 2 pts Question 7, 10: 3 pts **Total CR12**: 16 pts	**CR 12 and CR 13 Total Points:** 28 points
		***CR13:** Cell Phones in School? (Genre: Informational)*	950-1030	Author's Purpose, Structure, Claim, Central Idea, Author's Message, Inference	Cell Phones in School?	Answer Key		Questions 1-4, 6-7: 1 pt each Questions 5, 8-9: 2 pts **Total CR13**: 12 pts	
	Prior to 5/28/25 (4th Quarter)	***CR14:** The Adventures of Sherlock Holmes (Genre: Literary)*	1010-1100	Text Evidence, Context Clues, Structure, Figurative Language, Literary Elements, Comparing Texts	The Adventures of Sherlock Holmes	Answer Key	CR14 + CR15 = **ONE QUIZ GRADE**	Questions 1-3, 5-9: 1 pt each Questions 4 : 2 pts **Total CR14**: 10 pts	**CR 14 and CR 15 Total Points:** 21 points
		***CR15:** Barack Obama (Genre: Informational)*	1050-1110	Author's Purpose, Text Evidence, Argument, Summary, Context Clues, Perspective	Barack Obama	Answer Key		Questions 1-5: 1 pt each Questions 6-8 : 2 pts each **Total CR15**: 11 pts	

Grade 6: Administration Directions & Grading Rubrics

1. Students will take assessments individually
2. Please provide accommodations for students with specific plans (504. IEP, ESOL)
3. Allotted Time: 30-35 minutes

Open-Ended Response Grading Rubric

2 points	1 point	0 points
• Written response is complete and includes support	• Written response **does not** include support	• Written response is not attempted, incomplete, **or** is not on topic

Attachment D- Reading Plan

Classical education and Core Knowledge focus on the use of rich and thought-provoking literature to encourage and build a love of reading from kindergarten through high school graduation. At PCCA we believe that reading is at the heart of every subject, and the use of text and literature to enhance discussion and increase students' understanding is vital. We know that through reading comes a deeper vocabulary, more fluent and eloquent speech, richer sentence structure in writing, and greater understanding of our culture and the world around us. Reading will open doors for our students that can be opened through no other method and our focus on reading will reflect this priority.

Core Knowledge curriculum is built with a central focus on reading, understanding that within all subjects reading is foundational. It follows this emphasis with in-depth discussions which enhances the reading process and reading comprehension. This practice is closely aligned to the new Florida State Standards which emphasizes critically analyzing text within the content area. Reading will be at the heart of all our students' learning and it is our desire to create an environment where reading is natural and exciting. Our focus on classical literature, with its content-rich vocabulary and deep character development, will challenge our students intellectually and ethically. As they read and discuss great moral dilemmas and problems which have confronted mankind for centuries, they will learn the importance of the written word and discover its beauty. The diverse and rich literature contained within our library and classroom collections will be conducive to all levels of readers, from kindergarten to twelfth grade. We intend to offer readings which will challenge our students at all levels so every student is excited about the choice of books we offer and desires to read further and discover more.

Research has identified specific skills children must learn in order to read well. According to the Report of the National Reading Panel (2000) *Teaching Children to Read*, the best instructional reading programs include: use of the alphabet (phonemic awareness and phonics), fluency (guided oral reading and independent silent reading), and comprehension (vocabulary and text comprehension).

The primary goal of PCCA's reading program is to teach children to understand what they read, through systematic, direct instruction of the Florida State aligned to the six (6) components of reading: oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension. In order to make reading a "primary focus," all objectives from Florida's Comprehensive Research-Based Reading Plan will be implemented at the School:

A. Administrative Practices in Support of Reading
    - Opting in to the District's Comprehensive K-12 Reading Plan
    - Utilize the services of a Reading/Literacy Coach to provide professional development in literacy for teachers and administration and support for students
    - Use of reading leadership teams to create capacity of reading knowledge within the school and focus on areas of literacy concern across the school

B. Professional Development
    - Professional development for all teachers, coaches and administrators will be provided to ensure that all district educators are grounded in the essential components of reading instruction

- Incorporating reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding.

C. Data-Driven Decision Making
    - Implementation of all instructional materials, all reading programs, and strategies based on scientifically-based reading research, including early intervention, classroom reading materials, and accelerated programs
    - Instruction in the use of screening, diagnostic, and classroom-based progress monitoring assessments, as well as other procedures that effectively identify students who may be at risk of reading failure or who are experiencing reading difficulties
    - Flexible grouping and differentiated instruction within the 90-minute reading block based on screening, diagnostic, and classroom-based progress monitoring assessments.

A. Measurable Student Achievement Goals
    - Create Annual Measurable Objectives (AMOs) to assess and report the achievement levels of students in reading, especially in required state subgroups.
    - Create goals based on previous years' data to model continuous improvement and shared goal-setting among faculty and administration

B. Appropriate research-based instructional materials and strategies
    - Adherence to the model of a 90-minute uninterrupted reading block based on the ELA Benchmarks for Excellent Student Thinking (BEST) State Standards, student needs, and curricular guidelines.
    - In addition to, or as an extension of, the 90 minute reading block, the classroom teacher, special education teacher, or reading resource teacher will provide immediate intensive intervention (iii) on a daily basis to children as determined by the analyzed results of progress monitoring and other forms of assessment.
    - Use of instructional materials that are based in scientifically sound reading research.

<u>Administrative Practices in Support of Reading</u>

School leaders will set high expectations for student achievement in reading, and will develop a culture of excellence with a focus on reading. Furthermore, administrative walk-throughs are targeted to track teachers' mastery of high yield instructional strategies. These measures ensure that teachers implement the reading plan with fidelity, and that resources are allocated and used to deliver the strongest impact on student achievement in reading. An administrator with a clear and present knowledge of scientifically-based reading practices will be selected and a certified K-12 reading coach will be hired to support the school's reading practices. Student reading development will be enhanced and reinforced through easy, frequent, open and flexible access to classroom libraries. PCCA recognizes the importance of reading as a priority. Core Knowledge offers a vast amount of reading materials for students and any additional recommendations of reading materials for advanced students will be provided by teachers on an individual basis with materials that support the curriculum. As teachers become more

comfortable with the concept of text complexity, they will encourage their students to take text complexity as well as Lexile scores into account as they make their choices for independent reading.

Professional Development

The School provides professional development for all teachers through the model of continuous improvement. All teachers will be provided research-based professional development, based on school improvement goals. Teachers will meet in professional learning communities regularly as grade level teams, to analyze student data, and design units and accompanying lessons. A full-time reading coach will assess and provide professional development to teachers specific to the needs of the school. New and experienced teachers will be taught to expand upon their initial knowledge base in reading instruction in order to refine their instructional delivery and increase their effectiveness. Teachers will meet for data chats with the reading coach and administrators, after benchmarks and FAST assessment periods, to analyze student progress and develop an action plan. Finally, staff will be trained to support the instruction of classical materials within Core Knowledge and the implementation and delivery of the Literacy Essentials program through mandatory professional development prior to the opening of the school.

Data-Driven Decision Making

PCCA understands the importance of effective and comprehensive reading instruction delivered with fidelity, assessed regularly, and reviewed to drive further instruction. Oral language, phonics, phonemic awareness, vocabulary, fluency, and comprehension are equally important to the development of the effective reader. A 90 minute uninterrupted reading and language arts block in the elementary levels allows for ample time to develop these complex skills. Students who are identified as below grade level will be offered multiple levels of assistance in achieving reading goals.

Both the Core Knowledge Sequence and Literacy Essentials have built-in assessments which can be administered regularly to accurately measure the achievement and growth of each student. These built in assessments are easy to administer and evaluate, providing quick and accurate data for use in assessing individuals. These tests are designed to be given in a short amount of time and can be scored quickly. They can be used for assessing comprehension as well as fluency in grades K-12. The nature of Literacy Essentials is that it can be used as an intervention tool at all grade levels, reinforcing concepts or re-teaching if necessary. Where students are missing basic skills, Literacy Essentials provides assessments for discovering those gaps and creates strategies for remediation that can be utilized at all grade levels, K-12. Teachers in the upper grades will also create regular in class assessments built from the curriculum and texts ensuring that standards are aligned with District and state requirements.

Differentiated Instruction

As required by district comprehensive reading plans and in accordance with good pedagogical practice, students are screened at the beginning of the school year using the FAST to determine basic reading development and to detect the presence of any difficulty. Based on the instructional implications of the diagnostic screening, students are provided instruction to meet their individual needs with an emphasis on cooperative learning and small group instruction. Cooperative small groups are flexible based on progress monitoring of reading skills. Teachers utilize center resources such as those from *Florida Center for Reading Research's* search engine and *Read, Write, Think* to engage students in reading activities to deepen their understanding of reading skills.

Direct Instruction

The six components of reading are taught explicitly with structured practice to ensure mastery. Phonemic awareness skills, such as phoneme blending and phoneme deletion, are scaffolded beginning with simpler phonemes, and building to more complex phonemes. Phonics skills and decoding strategies are taught systematically, and sequentially, so that students understand how letters represent sounds, and sounds blend together to make words that contain meaning. To build academic vocabulary, teachers use classical literature and the Core Knowledge curriculum, with its specific content-area vocabulary, to introduce new words. Students set individual goals for fluency, and teachers track progress toward achievement through regular fluency assessments. By providing direct, systematic instruction for all six components of reading, the School ensures that all students achieve annual growth in reading.

Assessment

At the beginning of every school year, teachers will analyze previous year's FAST data (or other standardized data as appropriate) and assess each student's reading level through a variety of assessments such as Florida Assessment of Student Thinking in Reading and running records. In order to monitor progress toward achieving reading goals, teachers will administer a variety of assessments. Fluency assessments such as oral reading fluency checks, combined with running records will provide data regarding reading level progress. Reading assessments include, but are not limited to:

- FAST for English/Language Arts
- DIBELS (K-3) which will be administered on a regular basis during the course of each academic year
- WIDA for ELL students
- The Literacy Essentials assessment that may be given daily after each lesson.

Those students found in need of additional instruction as identified by FAST English/Language Arts and other assessment data will be offered intensive instruction in the area of reading. The tables below describe a progressive plan to increase instructional minutes in reading to ensure that students achieve mastery of grade level expectations.

Elementary School (K-6) Reading Instructional Minutes		
On Grade Level	**Strategic Instructional**	**Intensive Instructional**
90 minute uninterrupted reading block and adjacent 30 minute block of language arts instruction	90 minute uninterrupted reading block and adjacent 30 minute block of language arts instruction	90 minute uninterrupted reading block and adjacent 30 minute block of language arts instruction
	30 minute intervention session 3 times per week	30 minute intervention session 3 times per week
		60 minute tutoring session, at least 15 minutes a day outside of literacy block, within the school day

Middle and High School (7-12) Reading Instructional Minutes		
On Grade Level	**Strategic Instructional**	**Intensive Instructional**
50 minute uninterrupted English class	50 minute uninterrupted English class	50 minute uninterrupted English class

	50 minute intensive reading class or a content area reading intervention course	50 minute intensive reading class or a content area reading intervention course
	30 minute intervention session 3 times per week	30 minute intervention session daily
		60 minute tutoring session

Appropriate Research-Based Instructional Materials

The Comprehensive Core Reading Program (CCRP)

The School will use the Core Knowledge Language Arts curriculum and the Access Literacy program to teach the BEST State Standards for English/Language Arts. On a daily basis, all of our students, no matter the program, will receive whole group explicit instruction. FAST, program specific assessments, and other informal assessments inform teachers about their student needs. The daily small group differentiated instruction is again based on what both the formal and informal assessments indicate are the students' areas of need. Daily independent reading practice is implemented in all of the classrooms. The teachers will be monitoring students by using reading journals, reading comprehension quizzes, and teacher conferencing.

PCCA students will progress through a reading curriculum that begins by emphasizing phonemic awareness and decoding skills and builds towards the ability to read, comprehend, and interpret prose and poetry of different genres. The curriculum will guide students through basic phonics skills. Initially, the focus will be the identification of syllables and phonemes, blending, and decoding. Students will then be able to develop the ability to sound out unfamiliar multisyllabic words. The program will culminate in the student's ability to recognize irregularly spelled words and demonstrable fluent reading and strong comprehension skills.

Our language arts curriculum will emphasize the acquisition of an extensive and advanced vocabulary at every level. Students will have regular and frequent lessons and practice in the writing of Standard English. These lessons will help the student master the principles and applications of correct grammar, including knowledge of the parts of speech, punctuation, spelling, sentence structure, and paragraph structure. Additionally, each student will have ample opportunity to practice and reinforce these writing skills via compositions and essays, while honing both writing style and creativity through original poetry and prose.

Students will receive intensive training in English composition, including conventions of syntax and punctuation, and they will demonstrate competence in written assignments. Our teachers will introduce expository writing, with strong emphases on proper sentence and paragraph and essay organization. We will use the Institute for Excellence in Writing program in grades 3-8.

Essays that discuss and rely extensively on sources will be required throughout the curriculum; students will learn how to identify appropriate primary, secondary, and tertiary sources, organize a paper, use correct citation format and properly format a bibliography according to prescribed style guidelines. Throughout the language arts curriculum, students will learn basic keyboard skills and program operations for word processing in the preparation of assignments, including the preparation of charts, graphs, and tables.

The Core Knowledge ELA curriculum includes the many basic attributes of a successful reading program: workbooks, read alouds, decodable readers, Big Books, and pocket charts for K-2 students, and appropriate novels and associated vocabulary and comprehension builders for 3-8.

Literature

The elementary reading and writing curriculum will introduce students to great literary works of the past and present. Material included in the curriculum will include, but are not limited to, Greek and Roman mythology, fables and stories from both Western and non-Western cultures, and stories illustrative of the history of the United States. All students at all levels need rich experiences with significant literature. An ideal program moves beyond strict adherence to canonical materials, and centers on themes appropriate to given groups of students. Such a quality literature program includes biographies, essays, and other nonfiction, as well as poetry, drama, stories, and novels.

The Literature program at PCCA will include multicultural selections of classic and modern works, not restricted to works of fiction, but encompassing as many of the genres of literature as are reasonably possible to offer to students. These reading materials will help students develop decoding and interpretive skills and to begin student encounters with great and enduring writings that will form a basis for advanced literary study and will address issues of character, virtue, and citizenship. Students will read and analyze increasingly challenging and complex works of poetry and prose, representing a wide range of styles and genres.

Through active interpretation and evaluation, students will learn to read critically, to identify stylistic and rhetorical devices of poetry and prose, and will develop understanding of the relationship between literary form and content. Additionally, students will have the opportunity to develop the techniques of creative writing and the composition of poetry in forms commonly found in English-language verse (such as ballad, blank verse, sonnet, free verse, heroic couplets).

Reading/Literature and Writing will be taught across the curriculum. PCCA operates under the premise that every teacher is a language arts teacher. Students will perform plays, sing songs and play music, read short stories or novels as related to the theme for the quarter, and demonstrate comprehension and understanding through book study, oral presentation, etc.

Using the Access Literacy curriculum for reading and language arts at the elementary level, a typical Reading Block will include a time for the teacher to read aloud to the students and provide for individual silent reading. The teacher may instruct the students in: complete phonetics, grammar, spelling, writing, and vocabulary development. Younger students will work on letter formation while the upper-level students will learn correct sentence structure. Core Knowledge offers students stories, exercises, and activities that support listening and speaking skills, reading, writing, language conventions and an exposure to different genres of text, including fiction, content area nonfiction, and poetry. These two reading programs will work cohesively to produce literate and effective readers.

A typical Reading Block for middle school students may include approximately 30 minutes of teacher-led reading from classical literature with the teacher and students taking turns reading aloud. During the remaining 20-30 minutes the students will be tying previous knowledge to the newly read material and making connections across the curriculum. The remaining time will be spent with a teacher-led discussion with students practicing rhetoric and logic. In addition, we know that teachers are lifelong learners and their desire to grow and shape the lives of their students will be an inspiration to our students. We will ask our staff and teachers to regularly share with students their favorite books or literature they have recently read. We will intentionally seek to build a culture where reading is valued above modern media and students pick books over the television.

Learning to form opinions from reading classical literature and learning how to support those ideas along with rigorous high school/college prep, inquiry, collaboration, organization, and reading to support academic growth will be relevant parts of the reading block.

Supplemental Intervention Reading Program (SIRP):
The School will meet the individual needs of students during the school day through its Supplemental Intervention Reading Program. Based on FAST and benchmark data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90 minute reading block through content area integration, during enrichment activities and any other opportunity, to support student achievement of individual learning goals. Some research based programs that the teacher may utilize are:

- Literacy Essentials' program built-in remediation techniques
- FCRR Center Activities
- Leveled readers
- Reading Plus
- Systematic Sequential Phonics

Comprehensive Intervention Reading Programs (CIRP):
The School will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies, and/or read two or more years below grade level. Students will be given additional instructional minutes using a research-based intervention program. Students will receive this additional instruction outside of the 90 minute reading block, in a small-group setting, with more frequent progress monitoring, to ensure accelerated progress toward grade level expectations. Some research based programs that the teacher may utilize are:

- Reading Mastery (K-2)
- Early Success (K-2)
- Corrective Reading (3-8)
- Soar to Success (3-8)
- Voyager Passport (K-8)

Attachment E and F

Pineapple Cove Classical Academy at Brooksville will utilize the Hernando County School District's Student Progression Plan and the State of Florida's Assessment Schedule.

Pineapple Cove Classical Academy

Scholar and Family Handbook 2025-2026

This handbook is subject to change by action of the Governing Board of Pineapple Cove Classical Academy at Board discretion.

December 2025

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I. GOVERNANCE

A. BOARD OF DIRECTORS (BOD)

Pineapple Cove Classical Academy ("PCCA" or the "School") is governed by its Board of Directors (the "Board" or "BOD"). The BOD will operate in accordance with the school's bylaws. The Board has entered into a Charter Agreement with Florida Department of Education and Brevard Public Schools. The bylaws shall be available on the School's website, www.pineapplecoveclassicalacademy.com.

B. BOARD RESPONSIBILITIES

The Board is the governing body of the school and in this office is responsible for overseeing the effective, faithful execution of the mission.

The Founding Board has created Pineapple Cove Classical Academy specifically to implement a traditional, classical, liberal-arts education according to the following mission:

> *"To develop graduates in mind and character through a classical, content-rich curriculum that emphasizes the principles of virtuous living, traditional learning, and civic responsibility. We are building intelligent, virtuous American citizens."*

The Board oversees budgeting and spending, community outreach, charter fidelity, compliance with applicable laws and regulations, and development to support the mission.

More specific responsibilities of the board include but are not limited to:

Advocacy

- Serving as ambassadors for the school by clearly protecting and articulating the school's mission and goals and by garnering support of the community.

School Leader Support

- Providing input and feedback to the school leader on campus-specific issues and concerns
- (e.g. school culture, discipline policy, scholar recruitment, etc.)
- Supporting the principal by ensuring that she has the moral and professional support she needs to further the goals of the school.

Fiscal accountability

- Participating in the budgeting process each year, providing advice and feedback to the principal.
- Monitoring the management of financial resources by approving the annual budget and ensuring that proper financial controls are in place.
- Financial reporting of the Treasurer to the board as required in the by-laws to ensure the board is "hands-on" as it relates to fiscal controls and responsibility

Development / fundraising

- Assuring there are adequate resources for the school to fulfill its mission.

Compliance

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- Monitoring and ensuring compliance with the Florida Department of Education regulatory statutes and other local, state, and federal laws by regularly reviewing school policies, programs, and practices.
- Reviewing school data against charter and charter goals to ensure compliance with the vision, strategies, and objectives identified herein.

Other

- Serving as the grievance board for parent and staff concerns that are unable to be resolved by the school leader.
- Actively recruiting new board directors and advisory council members.
- Selecting and supporting the principal.

In summary, the Board is accountable for the academic, financial, legal, and operational performance of the school. The Board places responsibility for implementing its policies with the Principal, but the Board remains accountable.

C. PARENT GRIEVANCES

1. Grievance related to the classroom

This school firmly believes that adults must be models of good character even in the most difficult situations. Should a parent have a grievance concerning a particular class or the administration of the school, that grievance should be resolved using the following chain of command. Issues that arise in a particular classroom should always be addressed to the teacher first since the teacher always has more direct knowledge of the scholar than anyone else.

a) The teacher. Parents should schedule a meeting with the teacher by calling the school or sending an email directly to the teacher. Except in emergency circumstances or situations involving imminent danger, parents shall not confront a teacher about an issue with scholars present, including his own. If the teacher and parent agree that it is in the best interest of the scholar to have a discussion in the presence of the scholar, they may do so.

b) The Assistant Principal: If the grievance cannot be resolved with the teacher, the parent should discuss the matter with the Assistant Principal.

c) The Principal: If the grievance cannot be resolved with the Assistant Principal, the parent should discuss the matter with the Principal. If a discipline matter is not resolved by the teacher and Assistant Principal, the parents should discuss the matter with the Principal before approaching the BOD.

d) The Board of Directors via the Parent Liaison: If the grievance cannot be resolved after talking with the teacher or the appropriate party, then a parent must submit the grievance in writing to the Parent Liaison of the Board.

If resolution is not achieved by the foregoing process, two other options are available:

e) The grievance can be submitted to the BOD in writing.

f) Parental concerns and grievances may also be raised during the community comments portion of the Board of Directors meeting. The concern or grievance must be submitted in

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writing, and no more than three minutes will be granted. Grievances or discussions involving specific personnel will not be entertained at a public meeting. It is recommended that the concern or grievance be addressed in one of the aforementioned steps before using this option.

g) Grievances concerning disciplinary actions enacted by a school administrator will be referred to the Discipline Review Committee.

2. Grievance related to an administrator

Grievances regarding an administrator should be directed to the individual first, then in writing to the BOD.

3. Importance of Following the Chain of Command

The practice of following the chain of command in communications with the school on matters concerning particular scholars encompasses far more than grievances. It refers to parents' communication of any kind that seeks or requires an action on the part of the school regarding their scholars. Pineapple Cove Classical Academy understands that parents will have questions, opinions, and comments that need to be expressed concerning their children's education. Such communication can be very helpful to the running of the school.

Our preference is that such communication be expressed initially to the teacher or teachers of the child. If further communication is warranted, the parent should consult the appropriate principal, according to whether the matter concerns discipline or academics. If further communication is warranted after seeing a principal, then the parent should go to the Board or the Board's parent liaison, as needed.

The BOD is not the first point of contact and, therefore, will refer communications that seek response or action to the appropriate members of the administration.

The reason for this chain of command is that the teacher invariably has the most direct knowledge of the child and can usually do more to remedy or ameliorate a situation than can a principal or board member. We understand that some parents are "conflict averse" and do not want to bring up a potentially difficult issue with a teacher. Nonetheless, the teachers are eager to help each child in whatever way possible.

Some situations, admittedly, seem by their very nature to warrant a discussion with a principal initially. For example, parents may have questions or concerns about the overall homework load or a particular way of teaching. As a result, it is easier and more expedient to speak to the principal first. In these cases, however, it is always better for the parent to have as much specific information as possible so the principal can act on that information. General comments such as "Pineapple Cove Classical Academy is really hard" may be true but cannot be acted on as effectively as specific comments about the nature of the coursework or the teaching. The Board of Directors will refer to the appropriate school leader communications that seek a response or action

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II. ACADEMIC POLICIES

A. EDUCATIONAL PRIORITIES

The BOD desires that all scholars receive a classical, liberal arts education. To this end the BOD has determined the following educational priorities.

- Basic cognitive skills and academic fundamentals: reading/writing/mathematics;
- Core subjects: English language and literature; history, geography, and government; physical and biological sciences; mathematics;
- Other classical subjects: music; art; Latin;
- Auxiliary subjects: foreign languages, P.E., performing arts, other social sciences; and
- Extracurricular activities as defined by the Principal.

The school is operationally organized according to the Elementary School (Kindergarten through sixth grade) and the Jr./Sr. High School (grades seven through twelve). Elementary School scholars will have a primary "homeroom" teacher, and they will travel together to "specials". Jr./Sr. High School scholars will change classrooms individually to meet with subject matter specialists. Having made that organization distinction, the curricular content is organized in this way:

K-8: The K-8 curriculum will follow the Core Knowledge Sequence. Occasionally, the school will diverge from the Core Knowledge Sequence in order to raise the standards in teaching a particular skill or subject. The BOD and Principal will determine these instances. The Principal will ensure that all skill areas in the K-8 Core Knowledge Sequence are taught at some point in grades K-8.

Grades 9-12: The 9-12 curriculum will follow the recommendations of Hillsdale College with modifications to the course sequence as outlined by State and District standards.

Teachers must develop their courses under the direction of the Principal, who is the chief academic leader and accountable to the BOD.

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B. HOMEWORK & CLASSWORK

Homework is a fundamental part of our general academic program. It prepares scholars for Jr./Sr. high school and college and for entry into the working world upon graduation. It also helps develop a strong work ethic and habits of organization. Homework's immediate educational purpose is:

- to reinforce skills, concepts, and knowledge learned in class;
- to develop good skills and habits of study;
- to practice skills and reinforce knowledge in ways that are not readily accomplished in the classroom;
- to work on assignments, such as the writing of papers, and prepare for exams that require a great deal of sustained, individual attention;
- to prepare for the following day's work so that the most can be made of class time; and
- to inform parents of what is being taught in the classroom.

In addition to regular classroom assignments, we would like each younger child to read, or be read to, at least three times a week and preferably every day. As cited in *A Nation at Risk*, "the single most important factor for determining whether children will go to college is being read to as a child." Going to college is not necessarily a goal for everyone, but becoming a thoughtful reader should be if one hopes to be

knowledgeable, wise, insightful, and competitive throughout one's lifetime. We believe that becoming a competent reader is critical to being a good scholar and the first step to being able to explore the world. Reading to a child encourages the child's growth and also elevates and informs conversation within the family. In the upper grades, the extra reading time (roughly half an hour) allows for the increasing length of great works of literature.

The expected homework time allotment for each grade is as follows:

Kindergarten	10 minutes plus family reading time
Grade 1	10 minutes plus family reading time
Grade 2	20 minutes plus reading time
Grade 3	30 minutes plus reading time
Grade 4	40 minutes plus reading time
Grade 5	50 minutes plus reading time
Grade 6	60 minutes plus reading time
Grade 7	70 minutes plus reading time
Grade 8	80 minutes plus reading time
Grades 9-12	100 minutes plus reading time

The designated times serve as guidelines and may vary depending on the work assigned on a given day, the schedule, the scholar's organizational skills and study habits, the varying abilities of the scholars, and the nature of the assignments. Scholars are expected to learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor. Advanced or honors classes may require additional homework time. It is generally understood that writing papers and studying for exams take more time than regular classroom assignments. For that reason, the end of a term does result in a peak in the homework load (followed by a break, fortunately). Nonetheless, teachers will make every effort to give assignments well enough in advance, and scholars will be encouraged to work on those longer assignments steadily, so that scholars are able to manage their homework along with other activities and adequate sleep.

Weekends and breaks will, for the purposes of homework, be considered one day rather than two or more.

For poor or uncompleted work, teachers may require scholars to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher. So-called "passes" that allow scholars not to do homework for a day will not be entertained at Pineapple Cove Classical Academy.

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C. GRADING POLICY

Grading is not the be-all and end-all of education. The grade a scholar receives in a class is subordinate to the knowledge the scholar acquires. Still, grades are a useful tool to evaluate the extent to which a scholar has mastered a particular subject. Therefore, grades will be assigned in all classes and subjects. Pineapple Cove Classical Academy will assign grades in order to reflect accurately the range between true mastery and insufficient knowledge of a subject. Grade inflation will be discouraged.

The grades used for primary scholars (K-2) measure academic performance and are used as a means of reporting achievement relative to Florida Standards and other curriculum objectives.
Scholars in kindergarten through second grade are assessed using the following grading scales:

Kindergarten:

4 = Meets and applies expectations/standards independently
3 =Meets and applies expectations/standards with support
2 =Does not meet expectations/standards; shows growth with additional support
1 =Does not meet expectations/standards; shows no growth even with support

First and Second Grades:
O = Outstanding
S = Satisfactory
N = Not consistently demonstrated
U = Unsatisfactory

In relation to the scholar's performance, the following letter grades have these meanings for grades 3-12:

A	Mastery	89.5-100%	4.0
B	Proficiency	79.5-89.4	3.0
C	Sufficiency (Competence)	69.5-79.4	2.0
D	Insufficiency	59.5-69.4	1.0
F	Failing	< 59.5	0.0

Pineapple Cove Classical Academy uses a 4.0 grading scale. Parents and scholars should be regularly informed of the scholar's progress. Each course will be comprised of the following weighted categories:

Tests	40%
Quizzes	30%
Classwork	20%
Homework	10%

"Extra credit," whether to make up for work not turned in on time or to increase a scholar's grade, will be discouraged at Pineapple Cove Classical Academy.

Semester examinations shall be required for all Jr./Sr. High School courses. Semester and/or Final Exams are not permitted to be taken early under any circumstances unless approved by the principal. If a scholar does not take their final exam on the scheduled day, they will receive a zero. Once a scholar takes their semester or final exam, the grade will be recalculated.

In calculating the semester average (for 7th through 12th grades), each nine-week mark shall count as 40% of the semester grade and the Semester Exam will count as 20%. In calculating the final yearly average of middle school courses, both semester grades will be averaged.

First semester exams must be completed by the last day of the first semester and second semester final exams must be completed by last day of school. If final exam make-ups are not completed within the designated due dates, the final grade will remain.

Course Exceptions to the Above Grading Criteria

- End of Course Exams (EOC) are required for Civics, Algebra 1, Geometry, Biology, and U.S. History. Final Course Grade for EOC courses will be calculated and determined as follows:

  1st Semester Average = 35%; 2nd Semester Average= 35%; EOC Exam = 30%

- Elective courses may not include a midterm or final exam, and may include a semester-end project.

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- Physical Education (PE) – Grades for PE will be dependent on participation and scholars dressing out for class. Scholars will follow their schedule to determine PE days and be prepared to dress out on those days. It is imperative that scholars maintain proper hygiene and always have a clean uniform to dress out in on their scheduled PE days.
- Ninth grade scholars will take the Health Opportunities through Physical Education (HOPE) course as a high school graduation requirement.

Late Assignments/Absences
Late work will be accepted with the following penalties:

- Grades 3-6:
  - Submission one day after the due date will result in a 10% reduction of the score earned. Submission two or three days after the due date will result in additional 10% reduction each day. (e.g. one day: an earned score of 80% will be reduced to 70%; three days: an earned score of 80% will be reduced to 50%)
  - Work turned in four days late or more will receive no credit.
- Grades 7-12:
  - Submission one day after the due date will result in a 15% reduction of the score earned. (e.g. A score of 80% will be reduced to 65%).
  - Work turned in two days late will result in a 50% reduction of the score earned.
  - Work turned in three days late or more will receive no credit.

Scholars who are absent will have two days for each day absent to make-up work. Graded classwork and assessments must be made up at the school. If needed, scholars may be invited to stay after school on Fridays to make-up work missed due to absence.

Cursive
Students returning to PCCA in grades fifth grade and up are expected to write formal assignments in cursive as directed by their teacher(s). A deduction of 3% from a final grade may be awarded for assignments not completed in cursive. This requirement does not take effect for fourth grade students or students new-to-PCCA until the beginning of the second semester each year.

D. TUTORING

Pineapple Cove Classical Academy offers tutoring for scholars in need of additional academic instruction during the school year for a nominal fee. Additional instruction in Reading and Mathematics will be offered for K-6 scholars and by subject for Jr./Sr. High School scholars. The tutoring program is offered each semester and is also dependent upon tutor availability.

E. TEACHER CONFERENCES

Parent/Teacher conferences are scheduled in the fall and spring semesters, generally in the evening. Arrangements for additional conferences may be made with your child's teacher before or after school hours, or during a teacher's planning time.

F. ACADEMIC TEXTBOOKS, FEES, AND SUPPLIES

Scholars will receive a variety of books and materials. All books and materials will be marked as Pineapple Cove Classical Academy property. Materials that are loaned or given to scholars are to be treated appropriately. Scholars are responsible for these materials. If materials given or loaned to a scholar are lost or damaged the scholar must pay for any needed replacement. Fees may apply to specific courses in fine arts, including, but not limited to, art, music, band, and ceramics.

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In the case that reimbursement has not been made to Pineapple Cove Classical Academy for lost or damaged materials, no further materials will be issued to that scholar until the past due fees are paid and report cards may be withheld.

Testing fees paid for by the school shall be reimbursed to the school if the scholar does not show to the exam. Exceptions may be made in the case of illness, family matter, or emergency at the discretion of the principal.

G. REPORTING

For scholars to be successful, both they and their parents should be informed of their standing in class. In addition to the regular grading of assignments, the following means will be employed to inform parents of their scholar's academic progress:

- FOCUS will be used to track scholar progress. Parents should monitor scholar progress closely in grades 3 – 12.
- Interim Reports: Interim reports are published in FOCUS halfway through each quarter to all scholars.
- Report Cards are published in FOCUS at the end of each quarter.
- Once a semester (after the first and third quarters), parent-teacher conferences will occur to discuss the scholars' academic progress.
- If a scholar is determined to be significantly below grade level, a meeting will be scheduled with a parent, the teacher, and other faculty as deemed appropriate.

H. SCHEDULE CHANGES

There will be no class schedule changes during the semester unless it is deemed in the best interest of the scholar by the school as determined by administration.

I. PLAGIARISM

Plagiarism will not be tolerated by any teacher in any subject. The entire system of assessment rests on the assumption that the work a scholar turns in is his own. Plagiarism compromises this system, is unfair to other scholars in the class who do their own work, and constitutes a form of theft of others' ideas and labor. Plagiarism is defined as the appropriation of another's ideas or words in order to present them as one's own. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply rephrasing an author's words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited. Teachers will provide the guidelines of acceptable citation. When in doubt, the scholar has the responsibility to ask how an author should be used in an assignment. Whenever a scholar has been caught plagiarizing, the following process will be followed.

- The teacher will keep a copy of the scholar's assignment and, whenever possible, a copy of the work in question.
- The teacher will discuss the matter with the scholar.
- The teacher will issue a disciplinary referral if plagiarism or cheating has occurred.
- Either the teacher or administrator will inform the scholar's parent of the plagiarism or cheating.
- The scholar will receive a grade of zero on the assignment if it is the first offense.
- Multiples instances of cheating will require a meeting with school administration and may result in an in- or out-of-school suspension.
- The use of Artificial Intelligence (AI) programs in any capacity is considered plagiarism.

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J. PROMOTION

1. Elementary Scholars- Kindergarten through sixth grade

Solid literacy is the foundation of all learning. Without the ability to read well, a scholar cannot advance in English, history, the sciences, the arts, or mathematics. Since language is the basis of all human interaction, a person cannot thrive independently in the world when possessed of only a halting literacy. The ability to read, particularly in the early elementary grades, will therefore be a requirement for promotion. The school will follow the criteria of reading competency set forth in the Literacy Essentials program.

In addition to literacy, K-6 scholars must have attained competence in all the core subjects (English, including reading, spelling, grammar, composition; history; math; science) over the course of the year. Competence is attained by not only knowing the material but by completing assigned work. Completion of work demonstrates the ability of the scholar in the various subjects as well as the mastery of study skills necessary for academic and personal achievement. Scholars whose grades or skills fall below the requirements of their grade level will be retained. Pineapple Cove Classical Academy follows the Brevard Public Schools' Scholar Progression Plan.

Scholars in sixth grade must also receive a yearly passing grade in the four major academic subjects (Language Arts; Mathematics; Science; Social Studies). Scholars who fail even one of these courses will be retained, if course recovery is not successfully completed over the summer. In the event a Jr. high school scholar fails a course, he or she may be granted a Course Recovery request through Florida Virtual School. Course recovery requests are limited to two courses per summer; scholars who fail more than two core courses will be retained.

2. Junior High School Scholars (grades 7-8)

Middle Grades Definition:
The term "middle grades" means grades 6, 7, and 8. s. 1003.4156(1), F.S.

Middle Grades Promotion from 6th to 7th Grade and from 7th to 8th Grade:
Student must receive a yearly passing grade in four (4) major academic subjects: English Language Arts, mathematics, science, social studies. In addition, students must meet the District's attendance requirements.

Promotion to 9th Grade:

In order for a student to be promoted to 9th grade the student must successfully complete the following courses:

A. Three (3) middle grades or higher courses in English Language Arts (ELA), s. 1003.4156(1)(a), F.S.
B. Three (3) middle grades or higher courses in mathematics. Each school that includes middle grades must offer at least one (1) high school level mathematics course for which students may earn high school credit. Successful completion of a high school level Algebra I or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment. To earn high school credit for Algebra I, a middle grades student must take the statewide, standardized Algebra I EOC and pass the course, and in addition, a student's performance on the Algebra 1 EOC assessment constitutes thirty percent (30%) of the student's final course grade. To earn high school credit for a Geometry course, a middle grades student must take the statewide, standardized Geometry EOC assessment, which constitutes thirty percent (30%) of the student's final course grade and earn a passing grade in the course. s. 1003.4156(1)(b), F.S.

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C. Three (3) middle grades or higher courses in social studies. One (1) of these courses must be a civics education course that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States. Student's performance on the statewide, standardized EOC assessment in civics education required under s. 1008.22, F.S., constitutes thirty percent (30%) of the student's final course grade.
    a. A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to the meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three (3) courses in social studies or two (2) year-long courses in social studies that include coverage of civics education. s. 1003.4156 (1)(c), F.S.
D. Three (3) middle grades or higher courses in science. Successful completion of a high school level Biology 1 course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under s. 1008.22, F.S. To earn high school credit for Biology 1, a middle grades student (taking biology) must take the statewide, standardized Biology 1 EOC assessment which constitutes thirty percent (30%) of the student's final course grade, and earn a passing grade in the course, s. 1003.4156(1)(d), F.S.
E. One (1) career and education planning course must be satisfactorily completed in the 7th or 8th grade in order to be promoted to high school. For the 2019-2020 school year, Brevard Public Schools requires that this course be taught to 8th graders through the courses M/J US History and Career Education (2100015X), M/J US History Advanced and Career Planning (21000254) or M/J IB MYP US History and Career Planning (21000414).
F. The course must be Internet-based, customizable to each student and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student; that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; must include information from the Department of Economic Opportunity's economic security report as described in s. 445.07, F.S. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under s. 1003.4285, F.S., the requirements for each scholarship in the Florida Bright Futures Scholarship Program, state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, preapprenticeship and apprenticeship programs, and courses that lead to industry certification pursuant to s. 1003.492, F.S. or s. 1008.44, F.S. The course may be implemented as a stand-alone course or integrated into another course or courses.
G. Meet the District's attendance requirements.

Junior high school scholars will have the opportunity to meet with their Academic Advisor throughout the year to review and ensure coursework and credits are on track for graduation.

3. Senior High School Scholars (grades 9-12)

Promotion by Grade Level:

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A. Promotion is the assignment of a student to the next grade level after successful completion of all grade level requirements.
B. To be promoted a student must have completed the following:

9th Grade to 10th Grade

1. Enrollment - Been enrolled one (1) year in the 9-12 sequence;
2. Credits - Earn at least five (5) credits (block schools – six (6) credits);
3. Attendance - Meet the District's attendance requirements.

10th Grade to 11th Grade

1. Enrollment - Been enrolled two (2) years in the 9-12 sequence;
2. Credits - Earn at least eleven (11) credits (block schools – thirteen (13) credits);
3. Earn two (2) credits in language arts;
4. Earn two (2) credits in mathematics;
5. Attendance - Meet the District's attendance requirements.

11th Grade to 12th Grade

1. Enrollment – Been enrolled three (3) years in the 9-12 sequence;
2. Credits - Earn at least eighteen (18) credits (block schools – twenty-one (21) credits);
3. Earn three (3) credits in language arts; 4. Earn three (3) credits in mathematics;
4. Attendance - Meet the District's attendance requirements.

Parents will be told in advance if their child may need to be retained through interim reports, progress reports, Progress Monitoring Plans, and parent-teacher conferences. Pineapple Cove Classical Academy follows the Brevard Public Schools' Scholar Progression Plan for purposes of promotion and may include additional coursework.

4. Pineapple Cove Classical Academy Graduation Requirements

PCCA's graduation requirements are posted on our website and available in our guidance offices.

K. SPECIAL EVENTS AND PARTIES

Special events held during the school day must be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum.

Any special event must be approved by the Principal a minimum of 2 weeks prior to its planning. Approval for one year does not carry over to the next.

L. SPECIAL EVENTS – GUEST SPEAKERS

Guest speakers presenting during the school day must speak on topics covered in the course or grade. If possible, the scholars should be studying the given topic at the time of the presentation.

Guest speakers must be approved by the Principal prior to the invitation being extended. Approval must still be obtained for guest speakers used in the previous school year. Approval for one year does not carry over to the next.

Guest Speakers who cover controversial topics must be screened by the Principal. The screening may include an interview of the guest by the Principal or designee. Parents must be notified prior to guest speaker presentations on controversial issues, including religions covered in the Core Knowledge sequence. Parents may have scholars excused from such presentations, in which case the scholar will be supervised in a silent study hall. Teachers will provide permission slips to parents as notification of a guest speaker covering controversial issues and indicate an option on the permission slip for the scholar to be excused.

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M. SPECIAL EVENTS – FIELD TRIPS

Field trips should be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum. Field trips must be approved by the Principal or designee two weeks prior to planning. The field trip planner will work with the administration and staff to ensure that all procedures are followed. Three detentions or referrals may prevent participation in events. There will be NO refunds for celebratory trips lost due to behavior. Students must meet academic requirements for Gradventure (currently passing core coursework) and Grad Bash (2.0 G.P.A.) Seniors may not participate in off-campus Senior Lunches if they do not possess a 2.0 GPA or are failing a course. Future field trips and school events may be withheld if students have monies owed from previous trips/events/clubs and/or athletics.

N. EXTENDED FIELD TRIPS

All scholars attending the extended field trip must have the approval of the administrators of Pineapple Cove Classical Academy and the scholar's parents. All extended field trips must have liability insurance protecting all the trip attendees and the school. Any liability insurance not covered by the school's policy must be paid for by the fees charged to trip participants. Any increases in the costs of extended field trips (due to inflation, changes in exchange rates, etc.) must be paid for by increases in fees of trip participants. All adults attending the field trip are required to be currently registered volunteers. The field trip planner will work with the administration and staff to ensure that all procedures are followed.

O. SPORTS AND EXTRACURRICULAR ACTIVITIES (K-12)

The primary goal of Pineapple Cove Classical Academy is the education of our scholars. We are glad to offer athletics and clubs as secondary goals to enhance our scholar's learning.

1. Elementary Sports (K-6)
   Elementary scholars interested in participating in the school's sports program will submit a commitment letter prior to the start of the season indicating their agreement to maintain their grades and uphold the school virtues.
2. Jr./Sr. Athletics (7-12)
   Jr./Sr. scholars participating in the athletics program must maintain a minimum 2.5 GPA during the season of the sport in which they participate. The complete scholar athlete athletics policy, including specific academic and behavioral requirements, can be found in the attached appendix.
3. Clubs (K-12)
   Participation in clubs affords scholars an opportunity to explore interests and further develop personal skills. A variety of clubs are offered before and after school hours. Scholars participating in clubs are required to remain in good academic standing. If a scholar's academic performance and/or behavior becomes a concern, they may be removed from the club.
   Some clubs may have additional requirements separate from this handbook.

   Scholars must be present for a minimum of 50% of the school day to participate in same-day after school activities.

P. PARTICIPATION IN EXTRACURRICULAR ACTIVITIES BY NON-ENROLLED SCHOLARS

Only enrolled scholars may participate in Pineapple Cove Classical Academy extra-curricular activities.

Q. TEACHING CONTROVERSIAL ISSUES

Controversial issues are defined as contemporary problems, subjects, or questions of a political or social nature where there are entrenched differences of opinion and passions often run high. When these subjects come up, teachers will present an impartial view of both sides of the issue without proselytizing. Contemporary controversial issues will not be discussed in the elementary school even if part of the Core

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Knowledge sequence without Principal approval. Classical schools by nature may show classical art that shows the human body in its natural form. As a school of choice, it is expected that parents have researched and chosen a classical curriculum; therefore, the curriculum will be presented in its entirety, with the few exceptions listed below concerning human sexuality.

R. TEACHING OF TOPICS RELATED TO RELIGION

In the course of exploring the liberal arts and in the process of developing cultural literacy, scholars learn about world religions from a historical, cultural, and a literary perspective. These religions include Islam, Christianity, Judaism, and a number of others both ancient and modern. In an impartial way, the school will present topics related to religion promoting an *understanding of* and not a *belief in* these religions. In accordance with the law, faculty members will not preach or proselytize, nor will they endorse religious figures or customs.

In grades Kindergarten through eighth grade, the school uses a content-rich, coherent curriculum called Core Knowledge, and the entire sequence is available for free at www.coreknowledge.org.

S. TEACHING EVOLUTION

Pineapple Cove Classical Academy embraces a rigorous program in the natural sciences. In biology, the school will teach the theory of evolution as found in standard high-school biology textbooks and as also taught at the college level in both secular and religious colleges. The theory of evolution is largely misunderstood today by the general public. Much of what constitutes the teaching of evolution concerns adaptation of species to their environment and change over time. A great many of these phenomena are observable. A very small percentage of evolutionary theory deals with the more controversial issue of the origins of life. This latter aspect of evolution, to the extent it is taught, will be introduced to scholars briefly with a great deal of circumspection; it is not a central part of the theory. Furthermore, the study of science will be confined to the investigation of the physical world. It is not the place of science to make metaphysical claims nor to confirm or deny the validity of religion or the existence of God. Pineapple Cove Classical Academy recognizes a clear distinction between *science* and *scientism*. Science is the continued research into the natural world in order to find the most plausible explanations for natural phenomena. Scientism is the belief that science is the *only* means of understanding our world, thus excluding other ways of interpreting the world, such as through literature or religion. Keeping in mind this distinction, the teachers at Pineapple Cove Classical Academy will leave matters of faith up to scholars and their parents. The role of a teacher in a public school is neither that of preacher nor of skeptic. Rather, teachers of history, when called upon by the curriculum, will teach the history of religion without either advocating or undermining religion in general or any specific faith. Likewise, science teachers will teach science, without comment on religion. Teachers, scholars, and parents must realize that a biology class has a particular purpose and is not the proper venue for a philosophical or theological discussion on the existence of God or claims relating to the activity of God or absence thereof in the natural world.

T. ROLE OF PARENTS AND SCHOOL IN RELATION TO HUMAN SEXUALITY

We believe parents own the fundamental responsibility for their children's education, which includes the areas of morality and sexuality. The school's role, at most, should be viewed as a supportive one. It is apparent that sexuality is more than biology and physiology. It also encompasses morality, spirituality, and the emotions. Because it is a part of the whole human experience, it must be taught with circumspection and sensitivity.

We believe children are naturally modest concerning their bodies and are not ready to learn everything at once. They are naturally curious, however, and need to get answers to their questions in a way appropriate

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to their stage of development. In teaching this topic, we want to minimize the embarrassment associated with it for both children and parents.

U. TEACHING HUMAN SEXUALITY

We will use the Core Knowledge Sequence in the fifth grade, and other resources, which includes a discussion on the reproductive organs, reproduction, and the menstrual cycle. This topic will be covered again in Biology and Health Opportunities through Physical Education (HOPE). Upon request, parents will have the opportunity to preview the materials the class will be reading, on which the discussion is based. Parents may request a meeting with the teacher(s) prior to the section on sexuality. Sexual intercourse will be discussed in relation to the reproductive system and the menstrual cycle.

Parents will have the choice of having their children opt out of this portion of the class, which will be taught during the regular science time.

In the Jr./Sr. High School, themes that deal with sexuality may emerge from the reading of a serious text, such as *Anna Karenina* or *Brave New World* or *The Scarlet Letter*. When these topics do emerge from the curriculum itself, teachers will engage the material in a serious way.

In the higher grades, scholars may be involved in discussions concerning sexuality and sexual restraint as these issues affect their living a moral and responsible life. Such discussions will always be led a faculty member who has the full confidence of the Board of Directors in these matters.

Character education is an integral part of our program. Sexuality involves serious moral decision-making. It is important to help children build the capacity to make and abide by sound moral choices. We would like our teaching of human reproduction to be a springboard to initiate and facilitate discussions between parents and children on this sensitive subject.

Employees will not discuss their personal lives on such matters with scholars.

V. VIDEO VIEWING POLICY

From time to time videos or other media may be used to support the lesson. To be used in class they must meet a specific curricular objective and will not have profane language or sexually explicit material. Teachers are responsible for previewing videos to ensure that they are appropriate.

W. SCHOLAR AGENDAS

Organization is an important part of self-government and is woven into our curriculum. To help scholars in grades K-8 manage their assignments, scholars shall purchase a “planner” or agenda. This planner will allow scholars to write down assignments and encourage teachers and parents to communicate regularly. The planners should go home every night and provide parents with a convenient method to monitor their scholar’s work. All scholars must have a planner. If lost, a replacement must be ordered from the school’s website.

X. PARENT REVIEW OF RECORDS

FERPA (Family Educational Rights and Privacy Act) gives parents certain rights with respect to their children's education records. These rights transfer to the scholar when he or she reaches the age of 18 or attends a school beyond the high school level. Scholars to whom the rights have transferred are "eligible scholars."

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- Parents or eligible scholars have the right to inspect and review the scholar's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible scholars to review the records. Schools may charge a fee for copies.
- Parents or eligible scholars have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible scholar then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible scholar has the right to place a statement with the record setting forth his or her view about the contested information.

Any parents wishing to review their child's records may submit a request in writing to the front office and an appointment will be scheduled to do so.

Under FERPA, scholars enrolled in dual enrollment coursework possess their own rights to their college educational record. Scholars must give permission for the college to release information to parents in writing to the college.

Y. RECORDING OF IEP TEAM AND PARENT MEETINGS

The recording of IEP Team meetings and parent meetings is prohibited unless a parent/legal guardian, authorized representative of a parent/legal guardian, or IEP team member, is unable to understand or meaningfully participate in the IEP process or the planning of the relevant scholar's education due to a disability, language barrier, or some other impairment.

A. If a parent/legal guardian believes that recording an IEP Team meeting is necessary, s/he should notify the Principal or designee in writing, at least five (5) school days before the IEP Team meeting, of his/her desire to record the meeting and the reason the recording is required. The Principal or designee will notify the parent/legal guardian at least one (1) school day before the meeting if the Principal or designee intends to grant or deny the parent/legal guardian's request to record the meeting.

B. If the Principal or designee denies the request, s/he will state in writing the reasons for the denial. Authorized exceptions to the general prohibition against the recording of IEP Team meetings involve situations when a parent/legal guardian, or authorized representative of a parent/legal guardian, or other IEP Team member, is unable to understand or meaningfully participate in the IEP process or the planning of the relevant scholar's education due to a disability, language barrier, or some other impairment. If a parent/legal guardian is permitted to record the meeting, s/he must use his/her own recording device and the school will similarly record the meeting.

For purposes of this policy, a "recording" is defined as the capture of voices, and other ambient sound electronically, digitally, or by any other means for the purpose of retrieval and review.

Video recording an IEP Team meeting is strictly prohibited.

Z. ADULT STUDENTS

An eligible student (18 years of age) who is not residing with a parent or legal guardian shall not be prohibited from registering or remaining in school. All eligible students are required to follow all school board rules, policies, and procedures, and shall be under the authority of the Principal as it relates to leaving school grounds, attendance and discipline procedures. Adult students residing with parents or legal guardians shall still require written permission to check out, leave campus, and attend or participate in any activities requiring parent signature/permission.

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III. SCHOOL LIFE & ENVIRONMENT

A. ATTENDANCE

Regular attendance is important to ensure achievement in school. We discourage vacations and trips taken during the school year. We also discourage doctors' and other appointments when avoidable during the school day. When those appointments are unavoidable, scholars are responsible for any make- up work during their absence. Assignments that are not made up, according to the time restrictions set by the teacher and school, will be reflected in their grades. It is helpful to both scholar and teacher to make prior arrangements to meet that requirement. Scholars not in compliance with the school attendance policy may be asked to return to their home school.

	School day begins	School day ends	Early release day ends
Palm Bay Elementary (K-6):	8:00 a.m.	3:00 (K-3)/3:15 (4-6)	1:15 (K-3)/1:30 (4-6)
Palm Bay Jr./Sr. High (7-12):	8:30 a.m.	3:45 p.m.	2:00
West Melbourne (K-6):	8:00 a.m.	3:00 p.m.	1:15 (K-3)
West Melbourne (7-8):	8:30 a.m.	3:45 p.m.	2:00
Lockmar (K-5):	8:00 a.m.	3:00 (K-3)/3:15 (4-5)	1:15 (K-3)/1:30 (4-5)
Lockmar (6-8):	8:30 a.m.	3:45 p.m.	2:00

See Appendix A for the complete Pineapple Cove Classical Academy Attendance Policy

B. PINEAPPLE COVE CLASSICAL ACADEMY'S CODE OF STUDENT CONDUCT

1. General

Scholar self-government and a sense of purpose develop from application and accomplishment, from consistent expectations in the school climate and culture, and from the habitual practice of the virtues.

Therefore, scholars will:

- Understand the school/class rules and follow them
- Listen and respond respectfully
- Arrive at school daily and on time
- Arrive prepared for class each day
- Use approved materials/items for class
- Wear clothing as defined by the district dress code
- Use electronic devices in an appropriate manner as defined by the school district
- Develop good study habits
- Complete all homework assignments
- Engage in class activities
- Speak and act respectfully to all school personnel and peers
- Follow instructions given by staff
- Demonstrate school and community pride
- Actively participate in the school community
- Report any activities that are in violation of the Code of Student Conduct to staff
- Do not falsely report activities that are in violation of the Code of Student Conduct or local laws
- Use positive and respectful language
- Display respect for others and their property
- Respect local law dealing with the possession, use or sale of substances including alcohol, medications and E-Cigarettes

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- Respect the rules of acceptable use of technology when engaging in social media/texting or any other cyber-communication
- Accept and engage in any implemented consequences because of any type of violation of the Code of Student Conduct
- Show accountability for actions
- Exercise self-control throughout the school day and when transitioning to and from school
- Report incidents that are unsafe and/or violate the Code of Student Conduct and/or compromise the safety of self/others
- Follow the school rules as well as the Florida law
- Cooperate with any investigation into behaviors/incidents and answer questions truthfully during investigations conducted by school staff or law enforcement agencies
- Maintain personal safety by choosing positive peer/staff interactions and using conflict resolution skills to resolve disputes
- Bring items to school that are acceptable
- Maintain the physical boundary preferences of peers and staff
- Promote the safety of others by exercising self-control and being a good bystander
- Seek assistance from a trusted adult to solve problems and/or report incidents of concern

2. Toileting

All scholars of Pineapple Cove Classical Academy must be independent in toileting unless there is a documented medical condition. On occasion scholars may have "accidents." When an "accident" occurs, it is the responsibility of the parent to assist the child and to provide clean clothing. We encourage all kindergarten scholars to have a change of clothes on hand at school.

If there are repeated "accidents", a meeting with the parents, Assistant Principal, and school nurse liaison will be held to evaluate the situation. Appropriate action will be taken based on what is in the best interest of all scholars and the school.

3. Chewing Gum

The use of chewing gum by students on campus is prohibited.

4. Perfumes, oils, and body sprays

The use of perfumes, oils, and body sprays by scholars should not inhibit the learning environment and smells should not be detectable in the course of a normal school routine. Smells of this nature that saturate a room often cause headaches, exacerbate allergies, and cause a disruption to the learning environment. Should this occur, scholars will be excused to the front office to call home. Aerosol sprays are not permitted on campus.

5. Discipline

The activity of learning requires scholars to be attentive and polite. Scholars are expected to adhere to the school's high expectations for behavior and core virtues lest they compromise their own learning and interfere with the learning of others. Minor infractions or disruptions will largely be handled in the classroom in a way suitable to the age of the scholar. Whenever a scholar misbehaves repeatedly or flagrantly, the consequences for the infraction will be immediate, relevant, and effectual. Rather than allow misbehavior to fester in the classroom, teachers will send disruptive scholars to the office, normally to the Assistant Principal, Scholar Services Coordinator, or Dean.

Kindergarten through Sixth Grade:

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In order to maintain frequent communication with parents in regards to scholar behavior for scholars in grades K-6, a behavior plan will be implemented school-wide. All scholars will use a Character Card on a daily basis. Teachers and staff will communicate behavior infractions to parents on this card. Cards should be reviewed daily and be returned, with a signature, on designated days.

Jr./Sr. High School students:
In accordance with this policy, Pineapple Cove Classical Academy has adopted the following procedure for disruptive behavior for Jr./Sr. scholars that requires an office referral. Each classroom teacher has established a classroom management plan that clearly defines scholar expectations in the classroom. Should a classroom intervention not be successful, then a detention may be issued for specific instances. For severe behaviors that require a corrective strategy that better suits the behavior, in school and out of school suspension may be issued. All scholars will participate in a whole school assembly that outlines the expectations and procedures of our Discipline Plan at the beginning of the school year.

See Appendix B for the complete Pineapple Cove Classical Academy Student Code of Conduct

6. Involuntary Dismissal Policy

The Principal of the school shall have the authority to recommend a dismissal for a student from the program for any violation(s) of the Code of Student Conduct that are determined by the Principal to be non-minor in nature. Written notification shall be provided to the parent/guardian informing them that the student will be dismissed from the program, stating the reasons for the dismissal, stating actions taken by staff to assist the student prior to dismissal, and providing information about their due process rights and right to appeal the determination as set forth herein. The notification must also establish whether or not the student will be eligible to reapply for enrollment at the school at a future date. The School shall notify the School District of any recommendation for dismissal under this policy.

Any recommendation for dismissal, as well as any documentation supporting said recommendation, shall be submitted to a due process coordinator for review of compliance with this policy. Said coordinator shall be appointed by the Governing Board.

Following a recommendation, a dismissal will not become final until (i) the expiration of the window to appeal as set forth below, if the parent/guardian does not appeal, or (ii) the conclusion of the appeal. Upon a dismissal becoming final, the administration will refer the student to the School District for appropriate placement.

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Offenses Qualifying For Dismissal
A student may be dismissed for offenses that are deemed to be non-minor offenses of the School's Student Code of Conduct in effect for the current school year, by the Committee. Said offenses may include but are not limited to: Level 3 or 4 behaviors as well as repeated Level 2 incidents listed on the School's Student Code of Conduct. Additionally, students may be dismissed for non-minor repeat violations of the Attendance Policy of the School.

Effect of Dismissal
"Dismissal" for purposes of this policy means that a student is involuntarily disenrolled from the School and barred from re-enrolling either indefinitely or for a specified period of time.

Appeal Process
The parent/guardian of a student who has been notified that their student will be dismissed from the program must be given a period of three (3) days to submit a written appeal to the Principal if they so desire. The appeal shall be forwarded to the Chairperson of the Governing Board of the Organization. Designated time for a hearing on the appeal shall be added to the agenda for the next meeting of the

Governing Board or the Chairperson may call a special meeting to consider the appeal. The Governing Board should attempt to hold a hearing within ten (10) days following the submission of the parent/guardian's written appeal.

All members of the Governing Board must be provided with a copy of the parent/guardian's written appeal in advance of the meeting. At the meeting, a hearing will be conducted on the dismissal. The Principal recommending the dismissal, or his or her designee, shall be given 10 minutes to present pertinent facts and information about the decision. The parent/guardian, or his or her designee, shall then be given 10 minutes to present additional facts and information for the Governing Board to consider. The Principal, or his or her designee, will then be given five (5) minutes for rebuttal.

Following the presentation by both parties, the members of the Governing Board may ask the parties questions, seek additional information, and discuss the issues amongst themselves. The Chairperson shall then call for a motion to either approve or deny the appeal. The appeal may be approved or denied by a majority vote of the Governing Board members present at the meeting. In the event of a tie, the Chairperson reserves the right to break the tie. The Governing Board also reserves the right to uphold but modify the terms of any dismissal by a majority vote, including whether the student will be eligible to reapply for enrollment at a future date. The decision of the Governing Board is final and may not be further appealed.

Within three (3) business days following the decision of the Governing Board, the Principal shall issue a written notification to the parent/guardian communicating the decision of the Governing Board. A copy of the notification will be provided to the School District. If the Governing Board voted to grant the appeal and overturn the dismissal, the student should immediately resume participation in the program.

Suspensions and Placement Following Recommendation for Dismissal

The administration may suspend a student who has been recommended for dismissal for up to ten (10) days pending investigation. The suspension may be extended beyond ten (10) days if such suspension period expires before the regular or special meeting of the Governing Board can be held if the parent/guardian appeals. Whenever possible, the Governing Board shall attempt to meet in a special meeting to avoid an extension of the suspension period.

Notwithstanding the foregoing, a student with disabilities may not be suspended for ten (10) consecutive days or ten (10) total days during the school year if such removal would constitute a change of placement without having a Manifestation Determination Hearing, as set forth below. Thereafter, the student may be required to remain at home pending the outcome of the appeal, though the School must provide educational services to the student, including providing assignments so as to enable the student to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

Manifestation Determinations for Students with Disabilities

The dismissal of a student with disabilities shall be handled only in accordance with Rule 6A-6.03312, Florida Administrative Code, the Individuals with Disabilities Act, Section 504 of the Rehabilitation Act, and other applicable laws. If the School's Disciplinary Review Committee and Governing Board through the appeals process approves a recommendation for dismissal for a student with disabilities, such approval shall be conditional upon the School conducting a manifestation determination meeting within ten (10) school days. The parent/guardian shall be notified of the decision in writing and shall be provided the notice of procedural safeguards.

The manifestation determination team shall be composed of a representative from the School, the parent, and relevant members of the IEP team (as determined by the parent and the School). The manifestation determination team will follow all procedures and requirements set forth in Rule 6A-6.03312. A student

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may not be dismissed from the program if the manifestation determination team finds that the conduct in question was a manifestation of the student's disability. In such a case, the School will implement all required measures in Rule 6A-6.03312.

If it is determined that the conduct was not a manifestation of the student's disability, the Principal shall notify the parent/guardian of the Administrative Hearing that will take place within the 10 suspension days. If Administration determines a dismissal the parent/guardian shall have three (3) days thereafter to make a written appeal to the Governing Board

Confidentiality of Student Information during an Appeal

At present under Florida's Sunshine Law, all appeal hearings relating to a dismissal must be open to the public if the parent chooses to have the meeting be public. The Governing Board may not go into executive session to consider an appeal under Florida law. However, the Governing Board and those people presenting during the hearing should be sensitive to the confidential nature of the information. In the initial notification regarding the dismissal, the parent/guardian should be fully informed that any hearing before the Governing Board to consider an appeal will be open to the public. The parent/guardian should be notified that their request for a hearing before the Governing Board constitutes consent to the disclosure of confidential information about the student at the hearing relevant to the Governing Board's consideration. Notwithstanding the foregoing, the Organization shall protect the confidentiality of all education records that are considered as part of the appeal and shall not release such records to any person who does not have a legitimate educational interest or legal right to review such education records in accordance with Florida law and the Family Educational Rights and Privacy Act.

Expulsions

A "dismissal" under this policy is not an "expulsion" as that term is utilized in the applicable Code of Student Conduct. The School shall recommend for expulsion any offense constituting an expellable offense according to School District policy or Florida law.

In accordance with its contract, PCCA will refer any scholar who commits an expellable offense back to their zoned district school for enrollment at the beginning of the expulsion period. Scholars and parents who wish to appeal this referral may do so in writing to the Board. Requests for re-enrollment must be received no less than two weeks prior to the end of the expulsion period so the Board has ample time to review.

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7. Threat Assessments and Mental Health

Pineapple Cove Classical Academy follows Brevard Public Schools' Board policies regarding threats to the school environment including Threat Assessment Teams and Reports (BPS Policy 8405) and Scholar Mental Health (BPS Policy 5350). Scholars who make threats to harm themselves, others, or to the school at large will be subject to a threat assessment per Florida Statute.

Under Florida Statute 1002.07(2)(b), schools are required to provide timely notification to parents of threats of ONLY the following unlawful acts or significant emergencies that occur on school grounds, during school transportation, or during school-sponsored activities:

1. Weapons possession or use **when there is intended harm toward another person**, hostage, and active assailant situations. The active assailant situation training for each school must engage the participation of the district school safety specialist, threat assessment team members, faculty, staff, and students and must be conducted by the law enforcement agency or agencies that are designated as first responders to the school's campus.
2. Murder, homicide, or manslaughter.
3. Sex offenses, including rape, sexual assault, or sexual misconduct with a student by school personnel.
4. Natural emergencies, including hurricanes, tornadoes, and severe storms.

5. Exposure as a result of a manmade emergency.

Parents are not entitled to threat assessment information of any scholars other than their own, unless it meets one of the above statutory requirements due to FERPA.

8. Bus Policy

Pineapple Cove Classical Academy will provide a limited bus service for before and after care scholars. Scholars may also use buses for field trip purposes. On the bus, scholars should behave with the same decorum as they would in the school. Misbehavior on the bus will be reported to the school and may result in disciplinary action and loss of bus privileges.

9. Lockers

Pineapple Cove Classical Academy provides lockers (as available) for scholars in 7th grade and higher. The lockers are school property and do not belong to the individual. Scholars will be furnished locks for lockers with administration possessing the combination. PE scholars in grades 7-12 will purchase a school-supplied lock. Lockers and locks will be assigned by the school to each scholar and may not be switched, unless given permission by administration.

Pineapple Cove Classical Academy has the authority to search lockers when deemed necessary, even if it requires removal of the lock.

Pineapple Cove Classical Academy is not responsible for lost or stolen items such as tablets, iPods, phones, and video games as these are NOT to be brought to school. Problems with lockers should be reported to the office.

Scholars must observe the following rules:

- Scholars are not allowed to decorate the inside of lockers with posters, pictures, or anything else which advertises sex, drugs, suicide, cults, alcohol, or promotes other negative or derogatory messages as determined by the administration.
- Lockers are a privilege and should be a clean space. Lockers should not have PE uniforms, shoes, or food left overnight. Lockers must be kept neat and orderly at all times. Locker checks will occur each semester.
- Lockers must be kept closed and locked when not in use to maintain the integrity of the fire corridors and avoid careless accidents. Items left outside lockers or on the floor may be removed or disposed of. We strongly discourage scholars from sharing their locker combinations with others, as that may lead to conflicts should items go missing. Scholars are responsible for their locks. Any missing locks must be paid for by the scholar.
- In the event a lock is lost or does not work, front office personnel must be notified. Personal locks are not permitted on lockers. Any missing locks must be paid for by the scholar.

NOTICE: Florida Statute 232.256(3) Scholar lockers or storage areas are subject to search upon reasonable suspicion for prohibited or illegally possessed substances or objects. LOCKERS MAY NOT BE SHARED. Scholars sharing lockers may lose their locker privileges for the remainder of the school year.

10. Scholar Publications Policy

Scholar publications must uphold Pineapple Cove Classical Academy's mission, philosophy, core virtues, and board policies. The purpose of such publications is to inform the Pineapple Cove Classical Academy community of school-related events, achievements, and business. In addition, scholar publications are a

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way for scholars to learn and to practice responsible writing and journalism. Employees of the school or parents may not use scholar media to proselytize their own views on controversial issues. The Principal acts as the final editor in all cases.

11. Public Displays of Affection

Scholars are not permitted to engage in public displays of affection on campus.

12. Food in Classrooms

Eating is only permitted in classrooms during designated snack times as determined by teachers. There is no eating in any science labs at any time. Water is the only beverage permitted in classrooms on by scholars. Water bottles must have a closing lid that helps to prevent spills. Bottles with open straws and lids are not permitted. Energy drinks and soda are not permitted on school campuses during school hours. Food or treats brought to school to share with classmates must be store-bought.

13. Tobacco and Vapes on Campus

No student, employee, volunteer, contractor or school visitor is permitted to use tobacco products of any kind, vapes, or electronic cigarettes at any time in, on or during the following:

a. Any building, facility, school grounds, property or vehicle owned, leased, chartered or rented by the school, including but not limited to, school offices, athletic/practice fields, playgrounds, parking lots, and administrative offices.
b. Disciplinary Actions for Student or Employee Violators
    1. Scholars: Consequences for scholars engaging in the prohibited behavior will be provided in accordance with the school's student behavior management plan and in accordance with the District's Discipline Matrix.
    2. Employees: Consequences for employees who violate the tobacco use policy will be in accordance with personnel policies.
    3. Visitors: Visitors will be requested to discontinue use. If the visitor refuses to comply with the request to discontinue, the visitor will be escorted off school property by security/law enforcement.

C. ANIMALS ON CAMPUS

Animals are not permitted on campus for any reason unless the animal meets the definition of a Service Animal as defined by the Americans with Disabilities Act. Exceptions must be approved by the principal.

D. HEALTH AND MEDICINE

1. Administration of Medication

Pineapple Cove Classical Academy is committed to the health and safety of its scholars. Medication and/or medical procedures required by scholars should be administered by a parent/legal guardian at home. Under exceptional circumstances, prescribed medication and/or medical health-related procedures may be administered by the school principal, his/her designee, the school nurse, or self-administered by the scholar per written physician's orders and written parent/guardian authorization. The parent/guardian must complete and sign the *Administration of Medication/Medical Procedure* form to acknowledge that the school assumes no responsibility for medications or procedures that are self-administered. Office staff will make this form available to parents/guardians.

School nurses or other employees may administer auto-injectable epinephrine to scholars upon the occurrence of an actual or perceived anaphylactic adverse (allergic) reaction by the scholar, whether or not such scholar has a prescription for epinephrine. Any school employee who in good faith administers or

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chooses not to administer auto-injectable epinephrine to a scholar in such circumstances shall be immune from civil liability, pursuant to Florida statute.
Scholars may not bring ANY medication to school. This includes cough drops, pain medication, etc.

2. Scholar medical records

Scholar health records will be maintained in locked or password-protected files in order to maintain confidentiality. All health records will be managed by administration and any appropriate, designated staff (such as the nurse) and will only be released to service providers as allowed and dictated by BPS and state regulations.

3. Medical operations

PCCA will:

- Participate in workshops, in-services and/or training offered by BPS regarding scholar health
- Use BPS forms for health services
- Require part-time nurses and volunteers to have completed training in CPR/first aid, diabetic education, medication administration, and AED training, as required.

Parents will be informed when a scholar reports to the office with a fever or has been injured seriously. If a parent cannot be reached, school personnel will determine what action needs to be taken. Any child with a fever will not be allowed to remain in the classroom and must be picked up by a parent or designee. If a head injury is sustained, or any injury requiring medical attention, the parent will be asked to come to school and determine what action should be taken. In case of more serious injuries, or in case the parent cannot be contacted, the school will immediately call 911 for emergency assistance.

Scholars who are sent home with a fever or vomiting may only return to school when they have been fever-free or vomit-free for 24 consecutive hours.

4. Medical records and enrollment

In order to complete the enrollment process, parents shall submit all required immunization records and health forms.

5. Parent/guardian obligations

Parents shall, at all times, ensure that the school has updated medical information on file. It is the parent's/guardian's responsibility to keep this information updated.

It is the parent's responsibility to notify the office if a child has been injured at home and may need special considerations at school.

6. Food allergies

Pineapple Cove Classical Academy is not a peanut-free school. The school will, however, establish an allergy table in the cafeteria, and teachers/monitors will ensure that this peanut- free zone is enforced.

7. Sick scholars

Sick scholars should not be in school. Any scholar who has a fever or is contagious (e.g., with pink eye, strep, the flu) should be kept home. Before a scholar may return to school, fevers must resolve and be symptom free without medication for 24 hours from the onset. Pineapple Cove Classical Academy adheres to all CDC recommendations regarding COVID-19.

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8. Lice

Lice is an extremely contagious issue that can easily spread through a school. Children suspected of lice (scratching heads, visible lice or nits) will be checked by trained staff in the privacy of the clinic. Should lice be found, siblings may be checked as well. Children suspected of having head lice may not attend school. Parents will be notified of the situation and asked to pick up their child. PCCA's policy requires that no lice or nits (white eggs) be present when the child returns to school. Proof of treatment must be furnished before the child is readmitted to class. Scholars will be rechecked within 10 days of treatment to see if further treatment is necessary. If a head lice issue prevents a child from attending school, PCCA will provide missed work within 24 hours for the scholar to complete.

E. SCHOLAR FEES AND SUPPLIES

From time to time the school may charge fees to its families for the purpose of funding expenses related to athletics, transportation, classroom supplies, orchestra, art, elective courses, activities, field trips, etc. Fees can be paid through online payment portal. All financial obligations must be rectified prior to registration for the upcoming school year or graduation. **Scholars with outstanding balances will not be issued report cards or be permitted to register for the next school year.** Outstanding balances must be paid at the front office.

F. OFF-SITE EXTRA-CURRICULAR ACTIVITIES

The logistics of all of Pineapple Cove Classical Academy's off-site extra-curricular activities must be approved by the Assistant Principal. All adults helping with these activities must be registered Pineapple Cove Classical Academy volunteers. A list of all sanctioned Pineapple Cove Classical Academy off-site extra-curricular activities will be maintained and updated by the Assistant Principal, and copies will be made available for Pineapple Cove Classical Academy parents.

G. CHAPERONES

PCCA will conduct field trips and off-site events and in so doing will welcome and enlist the aid of parent chaperones. The number of chaperones for a field trip or off-site extracurricular event will be established prior to the occurrence of the event. This number will be strictly adhered to. No siblings or individuals other than assigned chaperones may attend the event. Fees for the event must also be paid by the chaperone and are due at the same time as the scholar's fee for the event. If fees are not submitted by the date due another chaperone will be chosen to fill the vacancy. Chaperones must attend to assigned duties and must model the Pineapple Cove Classical Academy core virtues. Scholars are required to use school-approved transportation to and from the field trip location. Parents who are not selected as chaperones are not permitted to join the field trip group at the location/venue. Violators of this policy will not be allowed to chaperone any future events. All chaperones must be screened via the Raptor visitor management system.

H. ARRIVAL/DISMISSAL

Scholars are not permitted on campus earlier than 30 minutes prior to the start of their school day, unless they are attending a before care program or extracurricular program. Scholars are expected to be picked up promptly as school ends. Scholars on campus (excluding those in school-sponsored extracurricular programs or those under the supervision of a classroom teacher) after dismissal will be sent to after care and parents will be responsible for the aftercare fee per drop-in instance.

Changes to transportation MUST be received in writing from a parent. Changes to transportation will not be accepted over the phone. Parents may write a note to their child's teacher, e-mail, or fax in a change request coupled with a government-issued ID. Transportation changes should be

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specific, including date, name of scholar, way in which they are traveling, and the length this change is valid.

Parents may drop off forgotten items (i.e. homework, lunch, uniforms) in the office during the school day. Scholars will be permitted to check during lunch for any dropped off items; lessons will not be interrupted for delivery or pick up of drop offs. Lunches from local restaurants, Uber Eats, or other delivery services will not be permitted in classrooms or lunch rooms.

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IV. PARENTS & THE COMMUNITY

A. PARENT TEACHER ORGANIZATION (PTO)

Pineapple Cove Classical Academy's BOD establishes the PTO to support the school's mission. PTO teams and activities will be designed to help the school flourish in and beyond the classroom. Largely, the PTO consists in a series of task-oriented teams whose purpose is to marshal parent volunteerism in achieving defined goals that improve the life of the school.

All parents, adult family members, teachers, staff, and community members are encouraged to volunteer on a team and attend regular meetings. PTO meetings are an excellent opportunity to obtain information and engage in discussions about the school.

The PTO may serve as a fundraising arm of the BOD, but it will not be a stand-alone, tax exempt, non-profit organization. Pineapple Cove Classical Academy is itself a non-profit organization with 501(c)3 status.

The BOD reserves the right to create, remove, or dissolve PTO teams and leadership in accordance with immediate priorities and the long-term flourishing of the school.

B. REQUIREMENTS FOR VOLUNTEERS

The administration will maintain accurate records to confirm that the following requirements are met. Pineapple Cove Classical Academy is participating in the district-wide Volunteer and Visitor check in system to add additional security to our campuses. The system, called Raptor, scans licenses and state issued ID cards. The program provides several advantages: a low cost volunteer screening fee and a current security screening. There is one level of volunteer, Registered Volunteer. All Volunteers receive a sexual predator screening each time that they check in. Registered Volunteers also undergo a criminal background check. This allows Volunteers who have passed the security screening to chaperone field trips and assist in the classroom or one-on-one with scholars.

C. GENERAL RULES FOR VOLUNTEERS

Volunteers often inadvertently have access to sensitive information. Any information about scholars, grades, faculty, etc. is to remain confidential. Volunteers may observe situations of a sensitive nature. These are also to remain confidential. Volunteers should not grade papers, copy assessments, etc. Volunteers may work in the classrooms when directly supporting scholars.

If a volunteer has a concern involving something that is witnessed, observed, or overheard, he or she should address the concern with a faculty member, the Assistant Principal, the Principal, or a member of the BOD, in that order. If a volunteer disregards this policy, the privilege of volunteering may be revoked.

Any grievance or concern a volunteer has with a classroom or a teacher will be handled by the procedures defined in the following section of this handbook. Except in situations involving imminent danger, volunteers will not confront a teacher about a disagreement issue when scholars are present.

D. PARENT COMMUNICATIONS WITH PRINCIPALS, FACULTY & STAFF

Pineapple Cove Classical Academy values the conversation that takes place between parents and teachers about the education of children. Nonetheless, this conversation should follow certain guidelines in order to be fruitful and to allow teachers to devote themselves to their classes during the day. Parents may use any of the following ways to contact or communicate with administration, faculty, and staff of Pineapple Cove Classical Academy:

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- Email
- Message left with the school secretary
- Voicemail
- Face-to-face meeting (this must be scheduled in advance using one of the means above)

Pineapple Cove Classical Academy employees will not use social media to communicate with parents or scholars about an individual child's needs.

During the school day and both immediately before and after school teachers have their minds on teaching or impending meetings and extracurricular activities. Parents should schedule in advance a phone call or meeting with a teacher rather than try to communicate through an impromptu "five-minute" chat. Parents who are in the building for another reason should not use their access to faculty in order to circumvent the normal means of contacting a teacher unless that teacher clearly invites such a conversation. This policy applies to parents who are themselves teachers or other employees at the school.

PCCA teachers and administrators will respond to parents as quickly possible. In general, parents should expect to hear from a teacher or principal within twenty-four to forty-eight hours of contacting the school, barring weekends and holidays. While a teacher's schedule may not permit an actual meeting within that time, the teacher will attempt to make contact in some way.

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E. EXPECTATIONS FOR PARENTS

First and foremost, we ask for your good will. When your son or daughter faces difficulties—PCCA is a challenging school, and so this can happen—do not assume the student cannot rise to meet it or requires your involvement. Work with the school; refrain from assumptions that assign blame or find fault. You are always welcome to inquire with us, and we are happy to answer, but problems are normally resolved when adversarial postures are set aside. Airing concerns on social media is often counterproductive and rarely is a problem solved through this manner. It is difficult for us to address problems that have not been presented through the chain of command outlined in our handbook.

We must also be civil with one another on all occasions. We are on a joint undertaking, and disagreements might arise. If they do, talk with us without hostility. As we expect of our scholars, all adults with maintain the highest expectations with regard to our school virtues, including courtesy. We will work with you toward resolution. When you contact us about these things, please know that we will get back to you promptly, but that does not necessarily mean immediately. Education is a complicated business, and we have a large student population that requires ample attention. We will reply as soon as we are able.

Finally, we request that you allow your son or daughter the opportunity to overcome difficulties. Part of a student's growth—one of the most important parts, in fact—comes from persisting in the face of obstacles. It often does more harm than good when parents take it upon themselves to eliminate obstacles for their students. These are our requests. By sending your son or daughter here, you agree to them, just as we agree to care for our students when we accept them.

We believe parents own the fundamental responsibility for their children's education and that the school's role should be viewed as a supportive one. The school expects parents to:

- Model good character and insist that their children cultivate good habits and virtues;
- Help their children develop effective study skills;
- Read to their children, especially those in the early grades;
- Oversee regular reading and writing and mathematics skill development;
- Stimulate discussion and exploration of ideas and events with students;

- Support the school goals through familiarity with the Handbook and parts of the website devoted to the mission and philosophy of the school, homework review, getting children to school on time, and holding high expectations and aspirations that contribute positively to the student's success.

In order to support the mission and success of Pineapple Cove Classical Academy, each **family** is required to donate **10 hours** of volunteer time to the school each school year. Volunteer hours will be tracked through the Raptor volunteer system.

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V. ENROLLMENT POLICY

A. GENERAL

Space permitting, all scholars who reside within the Brevard Public Schools District are eligible to attend Pineapple Cove Classical Academy. Pineapple Cove Classical Academy will not discriminate on the basis of race, color, ethnic background, national origin, gender, disability, or age.

In accordance with Pineapple Cove Classical Academy's charter and as permitted by Florida Statute, Pineapple Cove Classical Academy grants enrollment preference to the siblings of currently-enrolled scholars, to the children of founding board members, graduates of our partner VPK programs, and to the children of full-time employees.

The Board gives the principal the autonomy to admit more scholars per grade solely for the purpose of enrolling the children of our employees. The Board's policy is, however, that the principal will not increase classroom size to more than 18 scholars in Kindergarten through third grade, 22 scholars in fourth through eighth grade, and 25 scholars in ninth through twelfth grade.

B. ADMISSIONS DURING THE CURRENT SCHOOL YEAR

The school will maintain a wait list for each grade, as required, which will be used to place scholars into available seats.

Before the spring scholar count, the principal will fill available seats at his discretion, but in all cases the principal will fill seats according to the wait list.

C. ENROLLMENT FOR UPCOMING SCHOOL YEARS

The school will host informational sessions in the second semester.

Open enrollment for upcoming school years will occur from January 15 – March 1. Interested families will complete an online application form for scholars who will be in Kindergarten through 12th grade. The enrollment process will a) fill a new grade of Kindergarten scholars, and b) position scholars to take seats that may come available in first grade and above.

To the extent that demand exceeds the number of available seats for any given grade, the administration will conduct a public, system-generated, grade-level lottery. The public lottery will take place within two weeks after the date of the spring FTE count.

In accordance with Pineapple Cove Classical Academy's charter and as permitted by Florida Statute, Pineapple Cove Classical Academy will grant enrollment preference to the siblings of currently-enrolled scholars, to the children of founding board members, and to the children of full-time employees, and to graduates of our partnered VPK programs.

Sibling preference refers to giving preference in the lottery to scholars who already have a sibling enrolled at the school. The lottery will be conducted on a grade by grade basis, and the results of the lottery for one sibling will have no bearing on the results of another sibling who is also participating in the lottery. Twin or triplet siblings will be treated as one number in the lottery to avoid the splitting of sibling scholars.

The result of the lottery for rising Kindergarten scholars will be a list of "seated" scholars, plus a numerical wait list. The enrollment coordinator will establish procedures for completing the enrollment process that will include a series of administrative deadlines. The school will not fill all seats immediately to make room for scholars who are retained and/or the scholars of to-be-hired full-time employees.

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The result of the lottery will be a numerical wait list.

The school will use the wait list to offer available seats to scholars on a grade-by-grade basis as they become available. It is likely that the school will not be able to offer seats to new scholars until June 15 because the school will not be able to confirm the number of available seats until a) scholars declare officially that they will not be returning, b) the principal determines which scholars, if any, will be retained, and c) the school places the scholars of full-time employees that will be hired in the spring.

By March 1, existing scholars will be required to express their intent to return for the following school year.

D. ENROLLMENT OF EXPELLED SCHOLARS

Scholars expelled from another school and/or PCCA will be not admitted to Pineapple Cove Classical Academy.

E. GRADE LEVEL PLACEMENT OF NEWLY ENROLLED SCHOLARS

For scholars to thrive in school, they must master the fundamentals. The grade level placement policy is designed to promote educational excellence and fairness by placing scholars at the most appropriate level for instruction. Pineapple Cove Classical Academy will respect the promotion and retention decisions from the school from which a scholar transfers.

F. RE-ADMITTANCE

Scholars who have left the school due to retention in a grade and later choose to re-enroll will be re-admitted (assuming the scholar is otherwise in line for the next available seat) based on the retention, not on the record from another school. Students expelled from the school may appeal to the Board for re-admittance at the conclusion of their expulsion period.

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VI. OPERATIONS

A. EMERGENCY OPERATIONS PLAN

The administration shall maintain a stand-alone Emergency Operations Plan.

B. SECURITY CHECKS

The school may exercise its right to inspect all backpacks, packages, parcels, and closed containers entering and leaving the premises. School lockers are school property and may be subjected to searches at any time, with or without cause.

C. USE OF THE PRODUCTION COLOR PRINTER/COPIER

School resources, the resource room, and the equipment therein are to be used solely in support of the Principal and faculty.

D. CARPOOL / DROP-OFF / PICK-UP

The school administration will establish and communicate drop-off and pick-up (carpool) procedures, giving priority to the safety and security of all scholars. Parents are expected to cooperate fully to ensure that the process is safe and orderly.

The school will release scholars only to parents, legal guardians, or adult designees. Adults should always have a valid ID when picking up scholars as those unrecognized by staff will be required to produce identification before scholars will be released.

Cars in the elementary car loop will be issued car tags that hang from the rearview mirror and list the last name of the scholar. These tags will help staff identify scholars when calling from classrooms. If a vehicle does not have a car tag, the driver will be required to park and go to the front office to show identification. For the safety of all scholars and teachers, we ask that the car loop remain a cell phone free zone.

Junior/Senior scholars will be dismissed to the exterior of the building. At this time, scholars are able to use their cell phones to find where their vehicle is parked or if it is in the car loop. If the vehicle is in the car loop, scholars will wait until the vehicle arrives at the loading area.

The use of car loop is a privilege. Parents who do not follow procedures and directions given by school staff may be asked to park and walk to pick up their scholar. Car loop procedures are in place for the safety of all scholars and visitors to our school.

E. PARKING – DESIGNATED SPACES

The school will communicate designated parking spaces. Employees and parents are asked to adhere to the parking plan and posted signs.

F. COMMUNICATING WITH PARENTS WITH JOINT CUSTODY

The school will recognize and communicate with parents with joint custody upon written request, signed by both parents or a court order. In the case of school forms, the school encourages one of the parents to complete the forms so that the school does not receive conflicting information.

G. ORIENTATION FORMS

The school will maintain secure electronic information for the purpose of running the day-to-day operations of the school. Parents are expected to complete these forms as condition of enrollment.

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H. MASS COMMUNICATION

A Principal or designee must approve all letters and bulletins, including e-mail (excluding class assignments or bulletins by teachers to their classes) from teachers or parents or other parties to the entire school community. Each communication must be submitted to the office in an electronic format, print-ready, three days prior to the date it needs to be communicated.

I. UTILIZATION OF FACILITY

The BOD wishes for the school and its buildings, grounds, and fields to be an asset to the community and available for use beyond school and school-sponsored sports and after-school activities. The BOD will be the approving authority for all outside uses of the school fields, building, and facilities. All users will be required to carry insurance and appoint a representative acceptable to the BOD who is capable of executing the school's emergency and security procedures.

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VII. INFORMATION TECHNOLOGY & SECURITY

The school takes precautions to protect your information. When you submit sensitive information via the website, your information is protected both online and offline.

When we collect sensitive information (such as birthdates, addresses, credit card data), the information is encrypted and transmitted to us in a secure way. You can verify this by looking for a closed lock icon at the bottom of your web browser, or looking for "https" at the beginning of the address of the web page.

While we use encryption to protect sensitive information transmitted online, we also protect your information offline. Only employees who need the information to perform a specific job are granted access to personally identifiable information. Computers that store personally identifiable information are kept in a secure environment.

Guidelines for scholar use of technology are included in annual registration documentation. These forms include: Cloud Collaboration Permission, Scholar Internet Acceptable Use, and Scholar/Parent Cell Phone or Wireless Communication Device (WCD) Contract.

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VIII. PRIVACY

A. FAMILY EDUCATIONAL RIGHTS PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and scholars over 18 years of age certain rights with respect to the scholar's education records. These rights are:

- The right to inspect and review the scholar's education records within 45 days of the day the school receives the request for access. Parents or eligible scholars should submit to the school principal or appropriate school official a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible scholar of the time and place where the records may be inspected.

- The right to request the amendment of the scholar's education records that the parent or eligible scholar believes are inaccurate or misleading. Parents or eligible scholar may ask the school to amend records that they believe is inaccurate or misleading. They should write the school principal or appropriate official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible scholar, the school will notify the parent or eligible scholar of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible scholar when notified of the right to a hearing.

- The right to consent to disclosures of personally identifiable information contained in the scholar's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or scholar serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a scholar seeks or intends to enroll.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

  Family Policy Compliance Office
  U.S. Department of Education
  400 Maryland Avenue, SW
  Washington, DC 20202

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B. PERSONALLY IDENTIFIABLE INFORMATION (PII) POLICY

PII is defined as a person's name in association with any information that can be used to distinguish or trace an individual's identity, such as social security number, date of birth, place of birth, mother's maiden name, driver's license number, passport number, or any biometric, medical, educational, financial, or employment records. It is the policy of Pineapple Cove Classical Academy that PII shall not be sent in a plain text email or other unencrypted means. In general, PII should not be disseminated electronically. If electronic transmittal is unavoidable, then PII must be encrypted. Acceptable means of encryption include password protected files from versions of Excel, WinZip, and Adobe Acrobat (2010 or newer). The IT Director will determine whether an encryption method is suitable or not. Physical PII (e.g. paper copies of records) must be kept in secure locations (locked file drawers in lockable rooms), and access to these records must be limited to authorized individuals only in connection with official, school-related duties.

C. SCHOLAR INFORMATION RELEASE

Certain "directory information," including the scholar's full name, address, and telephone number, will not be released without parental consent. Authorization for inclusion in the directory is on the enrollment form.

Scholars' names, participation in officially recognized activities and sports, dates of attendance, awards received, and other similar information may be released without parental consent unless the parent notifies the school. In addition, classroom activities and events sponsored by schools occasionally are photographed or videotaped by representatives of the news media for publication in newspapers or broadcast on television. If for any reason you DO NOT wish to have your scholar(s) photographed or video- taped for these purposes, you must notify the office in writing.

Scholar names and pictures will be included in the school yearbook unless permission is revoked in writing. Scholar names will not be listed with their pictures on the school website or in PCCA advertising publications.

No identifying information regarding a scholar will be given via any avenue of communication without parent permission, unless required by law.

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APPENDIX A- ATTENDANCE

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APPENDIX B- STUDENT CODE OF CONDUCT

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APPENDIX C- POLICIES REGARDING ATHLETICS

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A. ACADEMIC POLICY

Eligibility

To be eligible for PCCA roster participation, scholars will have their GPA's calculated as per FHSAA timing and grade level policy guidelines[1].

PCCA Athletics also follows state statute s.1006.15(3)(a)1 and exercises the FHSAA policy 9.1 in setting our academic eligibility minimum GPA at 2.5 with a stipulated condition of no "F-grades" on a scholar's most recent semester's final report.

Pending this academic threshold is realized, coach-selected scholar-athletes are granted access to the team roster.

Athletic fees must be paid prior to the start of the sport.

In-season academic requirements

Scholar-athlete academic progress will be reviewed throughout the season. Should a scholar-athlete's grades fall below the 2.5 GPA requirement, the following actions will occur:

GPA	Missing Assignments	Probation / Suspension	Required Action
Less than 2.5	0 – 2	Probation	None
Less than 2.5	3 – 5	1 game / match / event suspension	Scholars will be required to speak directly with their respective faculty to obtain a complete list of any and all missing assignments. All missing work must be completed and handed in within two weeks of their original disciplinary date.
Less than 2.5	6 or more	2 game / match / event suspension	Scholars will be required to speak directly with their respective faculty to obtain a complete list of any and all missing assignments. All missing work must be completed and handed in within two weeks of their original disciplinary date.

In-season F-grade

[1] See fhsaa.org for full details

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If during the season, a scholar-athlete's report has a grade average of "F" in any one of their classes, the scholar-athlete will be suspended from all play and practice until the grade level is no longer an "F".

General notes on academic policy enforcement:

- In accordance with PCCA's academic policy, any missing tests, quizzes or assignments that have surpassed the late-date threshold will not be counted or credited towards the scholar's final class grade calculations.
- In accordance with PCCA's absentee and illness policy, all due dates will be adjusted.
- If a scholar-athlete is placed on probation or suspended for 1 or 2 games / matches / events, the scholar-athlete's academic report will be subsequently reviewed on a bi-weekly basis. Should an additional missing test or any assignment occur, the scholar-athlete will be immediately reviewed from the roster.
- If a scholar-athlete is suspended for 1 or 2 games / matches / events, the scholar-athlete will be required to attend those games but will not be allowed to dress in team uniform.
- If a scholar-athlete is suspended for 1 or 2 games / matches / events, the scholar-athlete may, at the discretion of their coach, participate in practices.

Under any Academic Policy administrative situations, scholar-athletes will not receive any Athletic Fee refund of any pro-rated amount. Moreover, should a scholar-athlete be removed from a roster and in accordance with standard athletic uniform agreements, the immediate return of all uniforms and associated Patriot Athletic apparel and equipment must occur. Failure to comply with the returning of school issued equipment will result in the non-issuance of academic reports and results until remedied.

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B. BEHAVIORAL CONDUCT POLICY

PCCA athletes are required to consistently exhibit exemplary behavior subject to our school's virtues and at the discretion of scholar's faculty and academic administration.

In-season behavioral requirements:
Once rosters are approved, PCCA Athletic administration reviews scholar-athlete's disciplinary logs on a bi-weekly basis and administers the following actions accordingly:

Detentions (whether through accumulated infractions or administrative decisions via referrals)	**Probation / Suspension**	**Game Attendance**	**Practice Participation**
0 – 2	None	N/A	N/A
3	1 game / match / event	The scholar athlete must attend the following 1 game/match/event but may not dress in Patriot/Pioneer uniform	The scholar athlete may be allowed to continue to practice subject at the sole discretion of their respective coach
5	2 games / matches / events	The scholar athlete must attend the following 2 games/matches/events but may not dress in Patriot/Pioneer uniform	The scholar athlete may be allowed to continue to practice subject at the sole discretion of their respective coach
6+	Roster removal		

Suspensions (ISS/OSS):

- At any point during a season – including all dates from roster selection through the conclusion of playoffs – should a scholar-athlete be suspended via an In School Suspension (ISS) or via an Out of School Suspension (OSS), they will immediately suspended, at minimum, from the subsequent 1 game/match/event.
- Pursuant to the nature of the behavioral suspension, the extent of disciplinary action and return to roster participation will be at the sole discretion of the Principal.

Subsequent Sporting Seasons:

If a scholar-athlete has been removed from a roster due to behavioral-related conduct and, if that same scholar-athlete in subsequent same-year sports seasons is selected for another team, the thresholds for behavioral conduct is adjusted to the following:

Detentions (whether through accumulated infractions or	**Probation / Suspension**	**Game Attendance**	**Practice Participation**

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administrative decisions via referrals)			
1	1 game / match / event	The scholar athlete must attend the following 1 game/match/event but may not dress in Patriot/Pioneer uniform	The scholar athlete may be allowed to continue to practice subject at the sole discretion of their respective coach
2	Roster removal		

If a scholar-athlete has been removed from two rosters throughout one academic/athletic year, the scholar-athlete will not be permitted to compete on any subsequent PCCA Athletic rosters in that year.

Under any Behavioral Policy administrative situations, scholar-athletes will not receive any Athletic Fee refund of any pro-rated amount. Moreover, should a scholar athlete be removed from a roster and in accordance with standard athletic uniform agreements, the immediate return of all uniforms and associated Patriot Athletic apparel and equipment must occur. Failure to comply with the returning of school issued equipment will result in the non-issuance of academic reports and results until remedied.

Sportsmanlike Conduct:

Scholars are expected to uphold the virtues of Pineapple Cove Classical Academy during all athletic events. Scholars who consistently receive unsportsmanlike conduct penalties (technical fouls, red cards, or other warnings from officials) will be addressed in the following manner:

Unsportsmanlike Penalty	**Probation / Suspension**	**Game Attendance**	**Practice Participation**
1	Benched for a period of the game as determined by respective coach	No impact to game participation	No impact to practice participation
2	1 game / match / event	The scholar athlete must attend the following 1 game/match/event but may not dress in Patriot/Pioneer/Lion uniform	The scholar athlete may be allowed to continue to practice subject at the sole discretion of their respective coach
3	Suspended from all play pending meeting with Athletic Director and Principal. Possible roster removal.		

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C. AGE AND GRADE LEVEL ELIGIBILITY POLICY

PCCA Athletics aligns its age and grade level roster eligibility and participation policies in accordance with the respective FHSAA and SCCAA league requirement policies[2]. In addition, PCCA Athletics also follows the following age and eligibility policies:

- All scholar athletes in 6th grade and below will play on the elementary sports teams. Sixth grade scholar-athletes may not play for middle school, junior varsity or varsity teams.
- If a 6th grade scholar is ineligible to play for an elementary team due to respective league age requirements, PCCA-based eligibility to tryout and participate with a middle school team will be at the sole discretion of the Principal.
- All scholar athletes in 7th and 8th grade will play for the middle school sports teams. If desired, a 7th or 8th grade scholar-athlete may opt to try out and play for junior varsity or varsity teams.

D. PATRIOT/PIONEER/LION ROSTER PRIDE APPAREL POLICY

In addition to holding the privilege of wearing a PCCA Athletic uniform, scholar athletes will also be issued a sport-specific team practice / warm-up shirt. Dress code for all practices includes a shirt and shorts/pants. Practice / warm-up shirts may be worn in place of standard uniform tops – in accordance with standard PCCA uniform policies – on spirit days and on season-specific sporting days as follows:

Middle School rosters

On home game days only (or day immediately preceding weekend event)

Junior Varsity rosters

On home game days only (or day immediately preceding weekend event)

Varsity rosters

On home game and on away game days (or day immediately preceding weekend event)

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[2] See fhsaa.org and/or SCCAA annual policy manual for full details

APPENDIX D- BEFORE AND AFTERCARE POLICIES

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Attachment H and I

The Articles of Incorporation and 501c (3) status with the Internal Revenue Service are in process and anticipated in Spring 2026.

BYLAWS
OF
Pineapple Cove Classical Academy

ARTICLE I
General

1.1. Name. The name of the Corporation shall be Pineapple Cove Classical Academy, a not-for-profit Florida corporation and shall be hereinafter referred to as the "Corporation."

1.2. Address. The Corporation shall have its principal place of business located at 6162 Minton Rd NW, Palm Bay, FL, 32907, or such other place of business as the Board of Directors may designate from time to time.

1.3. Registered Agent. The Corporation's agent for service of process shall be Melissa Arnold Gross, Esq., or such other qualified person or entity as the Board of Directors may designate.

ARTICLE II
Purpose of the Corporation

2.1. Purpose. The general purposes for which the Corporation is organized are as follows:

a) To provide charitable and educational services through the operation of one or more charter schools within the State of Florida.

b) To act consistent with all applicable statutes, ordinances, rules and regulations affecting the actions of the Corporation and to do all other things otherwise permitted by law.

c) To do such other and further things as are incidental to the foregoing or necessary or desirable in order to accomplish the foregoing.

d) To carry out any business, occupation, undertaking, enterprise, and exercise any power or authority which may be done by a private corporation organized and existing under and by virtue of Chapter 617, Florida Statutes, as may be amended, it being the intention that this corporation may conduct and transact any business lawfully authorized and not prohibited by Chapter 617, Florida Statutes, as may be amended.

e) To engage in any fundraising activities necessary to promulgate the purposes of the Corporation.

2.2 Dedication of Assets. The Corporation's assets are irrevocably dedicated to its public benefit purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or Officer of the Corporation. Upon dissolution of this Corporation, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation, including disposition of assets pursuant to any applicable charter contract or law applying to charter schools, shall be distributed to a nonprofit fund, foundation, or corporation that is organized exclusively for charitable purposes, pursuant to Section 501(c)(3) of the Internal Revenue Code, or the corresponding provision in any future tax code.

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ARTICLE III
Membership

The Corporation shall have no members.

ARTICLE IV
Seal

The seal of this Corporation shall have inscribed on it the name of this Corporation, the year of its organization, and the words "Corporate Seal, State of Florida."

ARTICLE V
The Board of Directors

5.1. General Powers. Except as provided in the Articles of Incorporation, and as otherwise provided in these Bylaws, the direction and management of the affairs of the Corporation shall be vested in a Board of Directors.

5.2. Number of Directors. The business and affairs of the Corporation shall be managed by a Board of Directors of not less than three (3) nor more than seven (7) members.

5.3. Terms of Directors. The initial Board of Directors shall be divided into three (3) classes of approximately equal size, with the term of each Director ending in each of the next three (3) consecutive years so that the offices of approximately one-third of the total number of Directors shall become vacant each year. Thereafter, the term of a Director shall be for five (5) years, unless the Director is sooner removed by or as a result of the earliest to occur of: (1) operation of law; (2) an order or decree of any court of competent jurisdiction; or (3) voluntary resignation.

5.4 Powers of the Board of Directors. The Board of Directors shall have power:

a) To call meeting of the Board of Directors.
b) In anticipation of or during an emergency, if a majority of the Board of Directors cannot readily be assembled because of some catastrophic event, then any number of the Directors shall have the power and authority to do and perform all acts and functions, permitted for an organization described in §627.0303, Florida Statutes, as amended, or subsequent legislation not inconsistent with these Bylaws, the Articles of Incorporation, or the laws of the State of Florida.
c) To authorize and cause the Corporation to enter into contracts for the day-to-day operations of the Corporation and the discharge of its responsibilities and obligations.
d) To exercise for the Corporation all powers, duties and authority vested in or delegated to the Corporation.

5.5. Duties of the Board of Directors. It shall be the duty of the Board of Directors:

a) To cause to be kept a complete record of all its actions and corporate affairs.
b) To supervise all officers, agents, and employees of the Corporation and to see that their duties are properly performed.
c) Approval of all policies and procedures used at the School (procurement authority, non-discriminatory hiring and retention, enrollment, etc.)
d) Financial review and fiduciary oversight
e) Annually adopt and maintain an operating budget
f) Adherence to Florida Government in the Sunshine laws
g) Approval of personnel recommendations from the Principal
h) Review of student discipline procedures and appeals
i) Negotiations and execution of all contracts

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j) Ensure compliance of operations in accordance with Florida laws, Department of Education regulations, Charter, and terms of District Contract
k) Provide required reports to the Brevard County School District Office of School Choice.
l) Exercise continuing oversight over charter school operations
m) Ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, who shall submit the report to the governing body
n) Reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan
o) Monitoring a corrective action plan or financial recovery plan, if required, in order to ensure compliance
p) Participating in governance training approved by the department which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility

5.6. Vacancies and Elections. If a vacancy should occur in the Board of Directors, a new member of the Board of Directors shall be elected by a majority of a quorum of the remaining members of the Board of Directors. If the vacancy is created due to the resignation or removal of a Director during their term, the new member shall be elected to serve for the remainder of the vacating Director's five-year term.

5.8 Resignation and Removal. Any Director may resign at any time by giving written notice to the Corporation, the Board of Directors, or its chairperson. The resignation of any Director shall take effect when the notice is delivered unless the notice specifies a later effective date. The Board may also vote for the removal of a Director by a two-thirds majority of the Directors then in office and present at any regular or special meeting of the Board. Notwithstanding the foregoing, if any Director misses two (2) meetings in fiscal year, such Director may be removed from the Board of Directors by a vote of a majority of a quorum of the Board of Directors present at any meeting of the Board of Directors.

5.9. Compensation. Directors shall not receive salary for their services as Directors. A Director may be reimbursed for authorized expenses if such expenses are approved by the Board.

ARTICLE VI
Meetings of the Board

6.1. Place of Meetings; Attendance. The meetings of the Board of Directors will be held at a location so designated by a majority of the Board. Meetings may be held telephonically, or such other electronic means as may be designated by the Board of Directors, as permitted by Florida law. In such event, participation by any Director in such telephonic or electronic meeting shall constitute attendance and be counted for purposes of quorum.

6.2. Time of Regular Meeting; Notice. The Board of Directors shall determine, at the annual meeting, the dates and times the Board will meet throughout the year, to occur no less than once quarter. Notice of such meetings shall be distributed to the Board and Members of the Corporation. This notice may be given either personally, or by sending a copy of the notice through the United State Mail, by facsimile or other electronic means.

6.3. Special Meetings. Special Meetings of the Board of Directors may be called at any time by the Chairman of the Board or by any two Directors.

6.4. Notice of Special or Emergency Meetings. Written notice of each special meeting, setting forth the time and place of the meeting shall be given to each Director at least ten (10) days before the meeting. This notice may be given either personally, or by sending a copy of the notice

through the United State Mail, by facsimile or other electronic means. Notice of emergency meeting shall be given to each Director in a manner and in a time period that is reasonable under the circumstances.

6.5. Voting and Quorum. Except as otherwise provided below, a majority of the Directors in office shall be necessary to constitute a quorum for the transaction of business; provided, however, that whenever a vacancy occurs for any reason in the Board of Directors, a quorum shall consist of a majority of the remaining Directors until the vacancy has been filled. If a quorum is present, the acts of a majority of the Directors in attendance shall be the acts of the Board. Each Director shall have one (1) vote. If a quorum is not present, no business shall be conducted at the meeting. Any less number may: (1) set a time to adjourn, (2) adjourn, (3) recess, or (4) take measures to obtain a quorum. Any Director not present at a meeting may vote on any matter by general or specific proxy or by power of attorney directed to another Director present or by specific instructions in writing; however, such vote shall not be considered for purposes of determining whether there is a quorum.

6.6. Action Without a Meeting. Unless prohibited by Florida law or contractual provision binding the Corporation, any action required or permitted to be taken at a meeting of the Board of Directors or a committee thereof may be taken without a meeting if a consent in writing, stating the action so taken, is signed by a majority of the directors or of the members of the committee, as the case may be. A consent signed under this section shall have the effect of a meeting vote and may be described as such in any document.

6.7. Attendance. Any member of the Board unable to attend a meeting of the Board shall notify the Secretary and state the reason for his or her absence, though a Director may assign by written proxy pursuant to Section 6.5 of this Article another Director to substitute for him or her at meetings. If a Director is absent from two (2) meetings in a fiscal year, he or she may be removed as set forth in Paragraph 5.8, above.

6.8. Meetings by Means of Conference Telephone Call or Similar Electronic Equipment. Members of the Board of Directors or a committee thereof may participate in a meeting of the Board or such committee by means of a conference telephone call or similar communications equipment if all persons participating in the meeting can hear each other at the same time, and provided that such action is permitted by Florida law. In such event, participation by such means constitutes presence in person at a meeting.

6. 9. Open Meetings. So long as the Corporation's contract for operation of a public charter school remains in effect, to the extent required by such laws, rules and regulations as govern the operation of such public charter school; all meetings of the Board of Directors will be noticed and conducted in accordance with the Sunshine Act (Section 286.011, Florida Statutes).

6.10. Presumption of Assent. A Director who is present at a meeting of the Board when Corporate action is taken is deemed to have assented to the action taken unless (1) the Director objects at the beginning of the meeting, or promptly upon his or her arrival, to holding it or transacting specified business at the meeting or (2) the Director votes against, or abstains from, the action taken. The Secretary or any other officer performing the Secretary's duties shall maintain accurate records of all votes of the Board of Directors.

6.11. Committees of the Board of Directors. The Board of Directors, by resolution adopted by a majority of the full Board, may designate from among its members an executive committee and one or more other committees each of which, to the extent provided in the resolution, shall have and may exercise all the authority of the Board of Directors, except as prohibited by the Florida Statutes, Chapter 617. Each committee shall consist of two (2) or more Directors. The Board of Directors, by resolution adopted in accordance with this article, may designate one or more Directors as alternate members of any committee, who may act in the place and stead of any absent committee member(s) at any meeting of the committee.

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6.12. Advisory Committees. Advisory committees not having and exercising the managerial authority of the Board of Directors may be established by resolution duly adopted by the Board. Membership of such committees shall not be limited to the Directors of the Corporation. Members of such committees shall be appointed by a majority vote of the Board. Any member of such committee may be removed by the Board when, in the judgment of the Board, the interests of the Corporation would be served best by such removal.

6.14. Nomination Committee. The Board of Directors shall appoint a nominating committee to recommend candidates to fill any vacancies on the Board of Directors.

ARTICLE VII
Officers, Agents and Employees

7.1. Officers. The executive officers of the Corporation shall be elected by the Board of Directors and may consist of a President, Vice-President, Secretary, Treasurer or other officers, assistant officers or agents that the Board of Directors from time to time may deem necessary. Any two or more offices may be held by the same person.

7.2. Other Officers, Employees and Agents. Each and every other officer, employee, and agent of the Corporation shall possess, and may exercise, such power and authority, and shall perform such duties, as may from time to time be assigned to him or her by the Board of Directors, the officer appointing him or her, and such officer or officers who may from time to time be designated by the Board to exercise supervisory authority.

7.3. Election and Term of Office. The Officers of the Corporation shall be elected by the Board of Directors annually at the first meeting of the Board held in each fiscal year. If the election of Officers shall not be held at such meeting, such election shall be the first order of business at the next regular meeting of the Board. Each Officer shall hold office until his successor shall have been duly elected or until an earlier resignation, death or removal in the manner herein provided.

7.4. Removal. Any officer of the Corporation may be removed with or without cause, at any time, by a majority vote of the Board.

7.5. Resignation. Any officer of the Corporation may resign from his or her respective office or position by delivering notice to the Corporation. The resignation is effective when delivered unless the notice specifies a later effective date. If a resignation is made effective at a later date and the Corporation accepts the future effective date, the Board of Directors may fill the pending vacancy before the effective date if the Board provides that the successor does not take officer until the effective date.

7.6. Vacancies. When a vacancy occurs in one of the executive offices by death, resignation or otherwise, it shall be filled by the Board of Directors. The officer so selected shall hold office until his successor is duly elected and qualified, or until an earlier resignation, death or removal in the manner herein provided.

7.7. Compensation. Directors who serve as officers shall not receive any compensation for their services.

7.8. President. The President shall be the Chairman of the Board of Directors, shall be the chief executive officer of the Corporation, and shall have general supervision and control of the business of the Corporation. He/she shall coordinate with the Principal/School Leader in the development of all meeting agendas. He/she shall preside at all meetings of Directors, Committees of the Board of Directors on which he/she may serve, and discharge the duties of a presiding officer. At each annual meeting of the Board of Directors, the President or the President's designee shall report on the business of the Corporation for the preceding fiscal year; and shall perform whatever other duties of the Board of Directors may from time to time prescribe, and as are incident to the offices of President and Chief Executive Officer.

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7.9. Vice-President. The Vice-President shall be the Vice-Chairman of the Board of Directors. The Vice-President shall, in the absence or disability or inability of the President, perform the duties and exercise the powers of the President. He/she also shall perform whatever duties and have whatever powers the Board of Directors may from time to time assign him/her. In the event the President refuses to act, the Vice-President may act for him/her at the direction of the Board of Directors.

7.10. Secretary. The Secretary shall keep the minutes of the meetings of the Board of Directors in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; and be custodian of the corporate records and of the seal of the Corporation. The Secretary may delegate one or more of these duties to one or more charter school personnel. In addition, the Secretary shall possess, and may exercise, such power and authority, and shall perform such duties, as may from time to time be assigned to him or her by the Board of Directors and as are incident to the office of Secretary.

7.11. Treasurer. The Treasurer shall have custody of corporate funds. He/she shall keep or be responsible for full and accurate accounts of receipts and disbursements, an accurate and full account of all assets and liabilities, and shall deposit all corporate monies and other valuable effects in the name and to the credit of the Corporation in a depository or depositories designated by the Board of Directors. He/she shall disburse the funds of the Corporation and shall render to the President or the Board of Directors, whenever they may require it, an account of his/her transactions as Treasurer and of the financial condition of the Corporation. In addition, the Treasurer shall possess, and may exercise such power and authority, and shall perform such duties, as may from time to time be assigned to her/him by the Board of Directors and as are incident to the office of Treasurer.

7.12. Designation of Duties. Whenever an officer is absent or whenever, for any reason, the Board of Directors may deem it desirable and as permitted by Florida law, the Board may delegate the powers and duties of an officer to any other officer or officers or to any Director or Directors or agent.

ARTICLE VIII
Books, Records and Reports

8.1 Books and Records. In compliance with Section 617.1601, Florida Statutes, as amended, or any successor thereto, the Corporation shall keep as permanent records correct and complete books and records of accounts and shall keep minutes of the proceedings of the Board of Directors and committees having any authority of the Board of Directors. All books and records of the Corporation shall be kept in written form or in another form capable of conversion into written form within a reasonable period of time.

8.2 Annual Reports. The Corporation shall file with the Department of State of the State of Florida a sworn annual report on such forms and containing such information as the Department of State may prescribe.

8.3 Inspection Rights. Every Director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, and physical properties, as permitted by Florida and federal law.

ARTICLE IX
Contracts, Deposits, Checks and Contributions

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9.1 Contracts. Except as otherwise provided in these Bylaws, the Board of Directors may authorize any Officer or agent to enter into any contract or execute and deliver any instrument in the name and on behalf of the Corporation, and such may be general or confined to a specific instance. Unless so authorized by the Board of Directors, no officer, employee, agent or representative shall have the power or authority to bind the Corporation by any contract or engagement, or to pledge its credit, or render it liable pecuniarily for any purpose or to any amount.

9.2 Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories of, invested from time to time for and on behalf of the Corporation, as the Board of Directors may elect.

9.3 Checks, Drafts, Orders of Payment. All checks, drafts, or orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officers or officers, agent or agents of the Corporation and in such manner as the Board of Directors from time to time shall determine by resolution. In the absence of such determination, such instruments shall require the signatures of both the President and the Treasurer of the Corporation.

9.4 Contributions. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise of any property whatsoever, for the purposes of the Corporation.

ARTICLE X
Fiscal Year

The fiscal year of the Corporation shall commence on July 1 of each year and end on June 30 of the following year.

ARTICLE XI
Indemnification

The Corporation shall indemnify and advance expenses on behalf of its Directors and Officers to the fullest extent permitted under Section 617.0831, Florida Statutes, as amended, or any successor thereto. Said indemnification shall extend to any and all liabilities of the Directors and Officers arising from their relationships with the Corporation in any and all capabilities. By resolution duly adopted, the Board of Directors may authorize the Corporation to (i) indemnify any or all of its employees and agents who are not Directors to any extent that the Board of Directors may determine, up to and including the fullest extent permitted under Section 617.0831, Florida Statutes, as amended, or any successor thereto, and/or (ii) provide insurance coverage to any or all of its directors, officers, employees and agents against any or all risks or liabilities that such persons may incur by virtue of their relationship with the Corporation.

ARTICLE XII
Amendments

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These Bylaws may be amended from time to time only by a written instrument and executed by the Secretary or other duly authorized Officer of the Corporation.

The foregoing Bylaws of Pineapple Cove Classical Academy were adopted and approved this _____ day of _____, 2019, by a majority vote of a quorum of the Board of Directors.

_____
Secretary
Printed Name: _____

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PINEAPPLE COVE CLASSICAL ACADEMY
INVENTORY CONTROL POLICY

INVENTORY AND PROPERTY RECORDS

1. The word "property" as used in this section means fixtures and other tangible personal property of a non-consumable nature the value of which is $2,000 or more and the normal expected life of which is 2 years or more. These assets are posted in the record of capitalized property and depreciated over an estimated useful life rather than expenses in the year of acquisition.

2. On occasion, items may be acquired as a group of multiple components with the intention that the group of components will be used together for one purpose. In these cases the group of items, which meet the above definition of property be recorded in the property records as the group rather than individually. This group of assets then will be utilized, accounted for and depreciated as one item rather than as individual items.

3. The Principal shall be responsible for the care, custody, safekeeping and accounting of all school property. He/she may designate a School employee as the Property Clerk for the day-to-day management of School property and property records.

4. Each item of property shall be marked or identified by each School.

5. The Principal or his/her designated representative shall:
   a. Establish and maintain an adequate and accurate record of items of tangible personal property consisting of furniture, fixtures, equipment, audio-visual materials, and computer software having a value of two thousand dollars ($2,000) or more.
   b. See that a physical inventory of all such property is conducted annually by a person other than the custodian of the property. Any items or property which cannot be located or accounted for shall be reported to the Board of Directors for official action. The completed and reconciled inventory shall be presented to the Board of Directors.
   c. Serve as the disposal officer for surplus property in compliance with State Board of Education Rules.

6. Each school employee shall be responsible to take those measures necessary to properly safeguard property under his/her control against loss, damage, or undue depreciation and shall do what is necessary to insure the proper maintenance and safekeeping of the school property. The Principal shall also be responsible for initiating any requests for the use or disposal of school property. He/she shall be responsible for providing information pertaining to school property records. He/she shall report, when

received, property acquired from sources other than the School funds such as from the parent organization and similar sources.

7. In the event the school incurs a loss or theft of property, a written report identifying specific property damaged or lost shall be submitted to the Principal. If theft is suspected, the loss must be reported to law enforcement authorities and insurance claim be filed.

8. The Principal shall report to the Board any property that has been lost or stolen if not recovered within thirty (30) days after the discovery of the loss or theft except major losses shall be reported to the Board immediately. Such report shall include a recommendation that the property record be made inactive and any information applicable to personal liability shall also be reported.

INVENTORY AND PROPERTY RECORDS FOR ITEMS PURCHASED WITH CHARTER SCHOOL PROGRAM (CSP) GRANT FUNDS

1. All equipment/inventory items with 600 series object codes that were purchased with CSP grant funds, regardless of individual unit cost, will be labeled as follows:
   a. Property of (Insert School District Name)
   b. (Insert) School Name
   c. (Insert) Inventory ID/Serial Number
   d. Purchased with Federal CSP Funds

2. All CSP funded capital purchases of equipment/inventory items with 600 series object codes will be inventoried and labeled as stated above, regardless of individual unit cost. The school will maintain an inventory report for all CSP funded equipment/inventory items with 600 series object codes using the format provided by the Department of Education. The inventory report will be updated when new items are purchased, items are disposed/given a final disposition, and during each biannual inventory.

3. Inventory will be logged and labelled upon receipt of equipment. Inventory report will include the following fields:
   a. Item number
   b. Item Description
   c. Funding Source
   d. Acquisition Date
   e. Cost
   f. Location/room#
   g. Condition
   h. Disposition date.

PINEAPPLE COVE CLASSICAL ACADEMY
SEGREGATION OF FINANCIAL DUTIES POLICY

The school Principal/Administrator will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The school's on-site administration/faculty and staff will report directly to the Principal, who then reports to the Governing Board. School Financial Services of Bonifay, Florida, contracted by the Board, will provide bookkeeping and financial forecasting services to the Governing Board for its oversight and approval.

The Board, at minimum, will be responsible for:

1. reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year;
2. reviewing quarterly or monthly financial statements, which include a balance sheet and statement of revenue, expenditures and changes in fund balance, at each public Board meeting;
3. annually adopting and maintaining operating budget for the school;
4. retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;
5. reviewing and approving the audit report, including audit findings and recommendations;
6. reporting to all applicable legal agencies including the charter school's sponsor; and
7. overseeing the school's Principal and all financial matters delegated to the Principal

The Principal will ensure that the bookkeeper and the person collecting monies related to Pineapple Cove Classical Academy, Inc. school will, together, count money collected in the accounting office and sign off on the total received; the bookkeeper maintains the ledger and reconciles the bank accounts, and is not a signor on checks; and that the Principal will review and approve each bank deposit and cash receipt reconciliation.

All schools receiving Charter School Program (CSP) Grant funding are required to adhere to the following for grant purchases exceeding $750:

1. Two (2) or more persons are required for approval of CSP purchases over $750.
2. If the school does electronic banking and cannot show two authorized check signatures on purchases over $750, two signatures must be on a written purchase requisition.

Pineapple Cove Classical Academy
Board Virtual Meeting Policy

It is the intent of the Board of Pineapple Cove Classical Academy to comply with s. 1002.33(9)(p)(3), Florida Statutes, regarding the policy of meetings that are noticed, open, and accessible to the public, and attendees must be provided an opportunity to receive information and provide input regarding the charter school's operations.

In the event of a national emergency, pandemic, or otherwise stated emergency order of the Governor, PCCA will conduct meetings via electronic means only, with meetings properly noticed, open to the public via publicly advertised video-conferencing links, and the public given the opportunity for public comment. The public may submit public comments by 5:00 p.m. to info@pineapplecoveclassicalacademy.com or may attend via video-conferencing software to state public comment.

This policy is adopted based on the authority granted in s. 1002.33(9)(p)(3), Florida Statutes until rescinded by the Board.

Signed _____

Norda Gordon, Board President

Dated 12/7/2020

Pineapple Cove Classical Academy
Board Confidentiality Policy

No board member of Pineapple Cove Classical Academy shall knowingly disclose confidential information gained by reason of information shared at a board meeting. This includes details regarding:

- Children enrolled and their families
- Property
- Operations
- Personnel
- Policies
- Financials
- Other business affairs of the charter school

Board members shall not use information to advance any personal interest, financial or otherwise.

The charter school shall maintain confidentiality of employee and student records, and no board member shall accept employment or engage in any business or professional activity that might be expected to induce him or her to disclose confidential information acquired by reason of serving this board.

A breach of this policy will be reviewed by the Executive Committee and, in accordance with the provisions of the Bylaws, may result in dismissal from the Board.

CONFLICTS OF INTEREST

1. Purpose.

The purpose of this policy is to protect the corporation's interest to ensure that no officer or director has a conflict of interest with the School. This provision is intended to supplement but not replace any applicable state or federal laws governing conflicts of interest applicable to non-profit and charitable organizations.

2. Definitions.

(a) "Relative" shall mean spouse, child, parent, stepchild or sibling.
(b) "Material Interest" shall mean direct or indirect ownership of more than five percent of the total assets or capital stock of any business entity.
(c) "Conflict" shall mean a situation in which regard for a private interest tends to lead to disregard of a public duty or interest.

3. Prohibited Transactions and Relationships.

(a) A board member may not purchase, rent or lease any realty, goods or services for the School from a business of which of board member (or the board member's relative) is an officer, partner, director, proprietor or owner of a material interest.
(b) No board member may hold any employment or contractual relationship (written or unwritten) with the School. No board member may hold any employment or contractual relationship with any business entity, which is doing business with the School. No board member may hold any employment or contractual relationship that will create a continuing or frequently recurring conflict between his or her private interests and the performance of his or her public duties or that would impede the full and faithful discharge of his or her public duties.
(c) No board member may be compensated for his or her service on the board.
(d) No board member shall be the spouse, parent, child, stepchild, sibling or employee of any other board member.

4. Voting Conflicts

(a) For the purposes of this subsection (4) only, the term "relative" shall be defined to mean any father, mother, son, daughter, husband, wife,

brother, sister, father-in-law, mother-in-law, son-in-law, or daughter-in-law

(b) A board member shall not vote on any measure which would inure to the board member's special private gain or loss (or to the special private gain of (1) an organization by which the board member is retained or (2) a relative or (3) a business associate).

(c) Voting conflicts must be disclosed in a written memorandum and filed with the person responsible for recording the minutes prior to the meeting. Such memorandum shall be read publicly at the board meeting, incorporated into the minutes and shall be considered a public record.

(d)If a voting conflict arises at a board meeting, the disclosure shall be oral followed up by a written memorandum within fifteen days.

(e)Any Board member with a real or perceived conflict of interest will not vote and will recuse himself/herself from the meeting during discussion.

5. Exceptions and Duty to Disclose.

(a)No board member shall be in violation of this policy if one or more of the exceptions described in §112.313 (12), F.S. are met (see Exhibit 1).

(b)In connection with any actual or possible conflict of interest with the School, the interested board member must disclose the possible or actual conflict of interest to the board of directors. The board of directors shall then determine whether a conflict of interest exists and/or whether one of the exceptions listed in section 5(a) above is met.

6. Violation of this Provision

If a board member has reasonable cause to believe another board member has failed to disclose actual or possible conflicts of interest, he or she shall inform the member of the basis for the belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the board determines that the member has failed to disclose an actual or possible conflict of interest, it shall be grounds for removal.

7. Records of Proceedings: The minutes of the board and all committees with board delegated powers shall contain:

(a)The names of the persons who disclosed or otherwise were found to have an actual or possible conflict of interest, the nature of the interest, any action taken to determine whether a conflict of interest was present, and the board's decision as to whether a conflict of interest in fact existed.
(b)The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

8. New Members:
All new Board members shall be provided with a copy of Board policies, including this policy. Board members agree to comply with the policy and understand that the organization is a charitable entity and in order to maintain its federal tax exemption, it must engage primarily in activities, which accomplish one or more of its tax-exempt purposes.

EXHIBIT 1
Statutory Exemptions

F.S. 112.313(12) EXEMPTION.--
The requirements of subsections (3) (a) and (3) (b) as they pertain to persons serving on advisory boards may be waived in a particular instance by the body which appointed the person to the advisory board, upon a full disclosure of the transaction or relationship to the appointing body prior to the waiver and an affirmative vote in favor of waiver by two-thirds vote of that body. In instances in which appointment to the advisory board is made by an individual, waiver may be effected, after public hearing, by a determination by the appointing person and full disclosure of the transaction or relationship by the appointee to the appointing person.

In addition, no person shall be held in violation of subsection (3) (a) or (b) if:
(a)Within a city or county the business is transacted under a rotation system whereby the business transactions are rotated among all qualified suppliers of the goods or services within the city or county.
(b)The business is awarded under a system of sealed, competitive bidding to the lowest or best bidder and:

1. The official or the official's spouse or child has in no way participated in the determination of the bid specifications or the determination of the lowest or best bidder;
2. The official or the official's spouse or child has in no way used or attempted to use the official's influence to persuade the agency or any personnel thereof to enter such a contract other than by the mere submission of the bid; and
3. The official, prior to or at the time of the submission of the bid, has filed a statement with the Commission on Ethics, if the official is a state officer or employee, or with the supervisor of elections of the county in which the agency has its principal office, if the official is an officer or employee of a political subdivision, disclosing the official's interest, or the interest of the official's spouse or child, and the nature of the intended business.

(c) The purchase or sale is for legal advertising in a newspaper, for any utilities service, or for passage on a common carrier.
(d) An emergency purchase or contract which would otherwise violate a provision of subsection (3) or subsection (7) must be made in order to protect the health, safety, or welfare of the citizens of the state or any political subdivision thereof.
(e) The business entity involved is the only source of supply within the political subdivision of the officer or employee and there is full disclosure by the officer or employee of his or her interest in the business entity to the governing body of the political subdivision prior to the purchase, rental, sale, leasing, or other business being transacted.
(f) The total amount of the transactions in the aggregate between the business entity and the agency does not exceed $500 per calendar year.
(g) The fact that a county or municipal officer or member of a public board or body, including a district school officer or an officer of any district within a county, is a stockholder, officer, or director of a bank will not bar such bank from qualifying as a depository of funds coming under the jurisdiction of any such public board or body, provided it appears in the records of the agency that the governing body of the agency has determined that such officer or member of a public board or body has not favored such bank over other qualified banks.
(h) The transaction is made pursuant to s. 1004.22or s. 1004.23and is specifically approved by the president and the chair of the university board of trustees. The chair of the university board of trustees shall

submit to the Governor and the Legislature by March 1 of each year a report of the transactions approved pursuant to this paragraph during the preceding year.

(i) The public officer or employee purchases in a private capacity goods or services, at a price and upon terms available to similarly situated members of the general public, from a business entity which is doing business with his or her agency.

(j) The public officer or employee in a private capacity purchases goods or services from a business entity which is subject to the regulation of his or her agency and:

1. The price and terms of the transaction are available to similarly situated members of the general public; and
2. The officer or employee makes full disclosure of the relationship to the agency head or governing body prior to the transaction

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve **Pineapple Cove Classical Academy at Brooksville**

2. Full name **Mark E. Cioffi, PhD**

Home Address **726 Norwalk Ct., Spring Hill, FL 34609**

Business Name and Address

Phone Number **352-397-7999**

E-mail address **markcioffi.phd@gmail.com**

☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☐ Yes ☒ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
   ☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?

As the founder of the Brooksville campus, projected to open in August 2027, it is essential that I both provide strategic guidance to the board and draw upon its collective experience to support the school's successful launch and long-term viability.

6. What is your understanding of the appropriate role of a public charter school board member?

I view the role of a public charter school board member as principled governance, protecting the school's mission, ensuring academic excellence and fiscal integrity, upholding public trust, and supporting school leadership while holding it accountable for results.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I bring governance-relevant leadership experience from a 21-year career in the U.S. Air Force, retiring as a Lieutenant Colonel, and 21 years with Delta Air Lines, retiring as a Captain, both in high-accountability, team-based environments. Combined with my strong academic background, I am well prepared to think strategically, collaborate effectively, and fulfill the fiduciary and oversight responsibilities of a charter school board member.

8. Describe the specific knowledge and experience that you would bring to the board.

Experienced executive, educator, and retired U.S. Air Force Lieutenant Colonel with over four decades of leadership in complex, high-accountability organizations. Brings deep expertise in governance, safety oversight, instructional systems design, fiscal stewardship, and workforce development. Proven ability to lead large teams, oversee multimillion-dollar programs, evaluate performance, and ensure compliance with regulatory and ethical standards. Committed to student success, organizational excellence, and mission-driven leadership in public education.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

I understand the mission of a Hillsdale Classical Academy to be the pursuit of academic excellence through a classical, content-rich education grounded in the Western intellectual and civic tradition. Its guiding beliefs emphasize moral character, civic virtue, intellectual rigor, and the formation of informed, responsible citizens through a knowledge-based curriculum that values parental partnership and the dignity of every student.

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

Pineapple Cove Classical Academy has an education program that is a well-established classical K-12 curriculum aligned with Hillsdale's scope and sequence, emphasizing strong foundational literacy, mathematics, history, science, and the study of great works of literature and primary texts. The program is content-rich, sequential, and teacher-led, with a strong focus on civic education, logical reasoning, and character formation, designed to prepare students for informed citizenship, lifelong learning, and postsecondary success.

3. What do you believe to be the characteristics of a successful school?

I believe a successful school fosters academic excellence and moral character within a structured and purposeful learning environment. In a classical education setting, this means a rigorous, content-rich curriculum, a focus on critical thinking and civic virtue, and the cultivation of habits that support responsibility, respect, and intellectual growth. Success also depends on engaged families, strong leadership, and governance that ensures accountability, stewardship of resources, and continuous improvement.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

As a board member, I will monitor progress by regularly reviewing key performance indicators, including student achievement data, curriculum outcomes, and financial reports. I will participate in board meetings, ask informed questions of school leadership, and ensure that both academic and operational goals are clearly defined, measurable, and aligned with the school's mission. By maintaining oversight and fostering open communication, I can help ensure accountability, sound fiscal management, and continuous progress toward the school's objectives.

5. What do you see as your role regarding the school leaders?

As a board member, I will monitor progress by regularly reviewing key performance indicators, including student achievement data, curriculum outcomes, and financial reports. I will participate in board meetings, ask informed questions of school leadership, and ensure that both academic and operational goals are clearly defined, measurable, and aligned with the school's mission. By maintaining oversight and fostering open communication, I can help ensure accountability, sound fiscal management, and continuous progress toward the school's objectives

Governance

1. Describe the role that the board will play in the school's operation.

The board's role is to provide strategic oversight, not day-to-day management, ensuring the school remains faithful to its mission and guiding principles. This includes setting policy, approving budgets, monitoring academic and operational performance, and holding leadership accountable. The board also serves as a steward of public trust and resources, supporting school leadership while ensuring decisions reflect the school's commitment to academic excellence, character formation, and a structured, purposeful learning environment.

2. How will you know if the school is successful at the end of the first year of operation?

I'd consider the school successful if it opens on time, operates safely and smoothly, demonstrates measurable academic progress, maintains strong family engagement, and remains financially sound while establishing a clear, mission-aligned school culture.

3. How will you know at the end of four years if the school is successful?

I'd consider the school successful if, after four years, students demonstrate strong academic growth; moral and civic development; high family and community engagement; and the school operates with financial stability and fidelity to its mission.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board can ensure success by hiring experienced leadership and teachers committed to classical education, setting clear goals, overseeing academics and finances, ensuring compliance, and engaging the community to foster a strong school culture and continuous improvement.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If I believed a board member was acting unethically or against the school's best interests, I would first gather facts and document specific concerns. I would then raise the issue privately with the board chair or appropriate oversight authority, seeking clarification and resolution. If the behavior persisted or posed serious risk, I would follow the school's governance policies and state regulations, potentially escalating to the sponsor or legal counsel, always prioritizing the school's mission, students, and integrity over personal relationships.

6. If your school intends to contract with a third-party ESP:

   a. Summarize your involvement in the selection process.

The ESP has approached the school regarding management services, but we have not voted officially to do so as we will still need to carefully review and vote on the contract. We believe CEM, LLC is a good fit with the understanding that the governing board is still the ultimate decision-making body for the school. Should the board decide the ESP is no longer providing service to our satisfaction we do have the means to terminate the contract as any time.

   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and

      As a board member, my fiduciary duty is solely to the charter school and its mission. Any ESP would serve only as a contracted provider accountable to the board, which retains full governing authority, including oversight and the right to terminate the agreement if it no longer serves the school's best interests.

   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

      I have not been involved in the review or negotiation of any management agreement. No agreement has

been presented or approved, and any future consideration would occur only through formal board review and approval.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).
(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.
(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:
1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.
2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.
(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.
(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify

that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Mark E. Cioffi, PhD



February 5, 2026

Mark E. Cioffi, PhD
School Board Application Profile

PROFESSIONAL SUMMARY

Experienced executive, educator, and retired U.S. Air Force Lieutenant Colonel with over four decades of leadership in complex, high-accountability organizations. Brings deep expertise in governance, safety oversight, instructional systems design, fiscal stewardship, and workforce development. Proven ability to lead large teams, oversee multimillion-dollar programs, evaluate performance, and ensure compliance with regulatory and ethical standards. Committed to student success, organizational excellence, and mission-driven leadership in public education.

GOVERNANCE, LEADERSHIP, AND EDUCATIONAL EXPERIENCE

President & Founder – Flite Advantage Simulation & Training (FAST)
2014–Present

- Founded and lead an education-focused organization dedicated to preparing future military aviators through rigorous, outcomes-based training.
- Collaborated with federal agencies, military stakeholders, and research institutions to ensure instructional quality and accountability.

Associate Professor (Adjunct) – Embry-Riddle Aeronautical University Worldwide
2009–2011

- Taught Aircraft Accident Investigation at the undergraduate and graduate levels.
- Developed course materials, assessed student performance, and ensured academic rigor in alignment with institutional standards.
- Experience working within accreditation-driven academic environments.

PUBLIC-SECTOR & ORGANIZATIONAL OVERSIGHT EXPERIENCE

Program Manager – Aviation Training Consulting, LLC
2002–2007

- Program manager for the U.S. Marine Corps' MV-22 Osprey initial training curriculum.
- Oversaw curriculum development using Instructional Systems Design (ISD) principles.
- Managed contracts, performance metrics, and stakeholder expectations while maintaining accountability to mission outcomes and cost controls.
- Leveraged training innovations to reduce costs while improving student proficiency.

Project Lead – Delta Air Lines Training Department
2015–2017

- Led a major training transformation initiative transitioning from full-motion simulators to next-generation training systems.
- Coordinated across curriculum teams, regulators (FAA), and executive leadership.
- Delivered measurable cost savings while improving training access and effectiveness—experience directly applicable to public-sector efficiency and oversight.

U.S. AIR FORCE LEADERSHIP HIGHLIGHTS

Lieutenant Colonel, USAF (Retired) | 1980–2001

- Served in senior leadership roles overseeing large-scale training, safety, and operations programs.
- Operations Officer responsible for supervising over 100 instructors across 17 training programs.
- Safety Officer for a major training base, accountable for flight and ground safety programs affecting 10,000 personnel and 80 aircraft.
- Instructor at the U.S. Army Command and General Staff College, teaching complex operational concepts to diverse student populations.
- Extensive experience in policy compliance, performance evaluation, and organizational accountability.

SKILLS RELEVANT TO SCHOOL BOARD SERVICE

- Governance and fiduciary oversight
- Strategic planning and policy implementation
- Curriculum and instructional program evaluation
- Budgeting and cost control
- Performance monitoring and accountability systems
- Regulatory compliance and risk management
- Stakeholder communication and consensus-building
- Data-informed decision-making

EDUCATION

- **Doctor of Philosophy in Business Administration (PhD)** – Northcentral University
- **Master of Aeronautical Science (MAS)** – Embry-Riddle Aeronautical University
- **Bachelor of Science (BS), Biology** – Northern Arizona University

ADDITIONAL QUALIFICATIONS

- Project Management Professional (PMP)
- Prior Top Secret Clearance
- Veteran – U.S. Air Force (Retired)

COMMUNITY & PERSONAL

- Strong advocate for education, leadership development, and institutional accountability
- Committed to lifelong learning, fitness, and family

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: Pineapple Cove Classical Academy at Brooksville

2. Full name: Michael Contreras

Home Address: _____

Business Name and Address: 6162 Minton Rd NW, Palm Bay, FL 32907

Phone Number: 321-802-9500

E-mail address: mike.contreras@outlook.com

Resume and professional bio are attached here.

Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

Yes No Pineapple Cove Classical Academy- Palm Bay, West Melbourne, Lockmar

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

Yes No

5. Why do you wish to serve on the board of the proposed charter school?

I wish to continue to serve as a leader on a board that functions in the best interests of children. I enjoy being part of an organization that provides such an important service to students while ensuring the fiduciary responsibilities of a taxpayer-funded organization are met.

6. What is your understanding of the appropriate role of a public charter school board member?

Charter school board members work as part of a team who work to govern a school appropriately within the confines of state statute as the ultimate decision-making authority of the school. It is our job to supervise the academic, financial, and organizational success of the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I've been a member of the board of three PCCA schools for ten years and have experienced the schools in all stages of growth, through tough times and good.

8. Describe the specific knowledge and experience that you would bring to the board.

I bring years of banking and financial experience as well as fundraising knowledge to the Board.

Document ID: c0298803-687b-42ef-953f-8f050af3d212

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   The mission of our school is to educate students in the classical way to be good scholars, have good character, and virtue and become active American citizens.
2. What is your understanding of the school's proposed educational program?
   Classical education values knowledge for knowledge sake and believes in traditional teaching methods. Teachers instruct students directly and children read classical literature. Classical education is somewhat of a throwback to the way schools used to be structured.
3. What do you believe to be the characteristics of a successful school?
   Successful schools put children first and their education first. A successful school has satisfied students and parents who are learning and making great academic gains. A successful school is financially solvent with employees who are happy and productive.
4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?
   Parent surveys, student assessment data, and annual audit results should provide a comprehensive look at the school from top to bottom.
5. What do you see as your role regarding the school leaders?
   As a governing board member, it my job to work with the school leaders, listen to updates from how the school is running, and collaborate on the administrator evaluation.

Governance

1. Describe the role that the board will play in the school's operation.
   The Board is the ultimate decision-making body for the school and is responsible for governance including academic achievement, financial security, and negotiating contracts.
2. How will you know if the school is successful at the end of the first year of operation?
   Parent surveys and student assessment results will be the biggest indicators of student achievement and parent satisfaction. Employee turnover would be another item to consider as a measure of success- the more teachers want to stay, the happier they likely are with the school environment.
3. How will you know at the end of four years of the school is successful?
4. I would like to see that survey and assessment results continue to rise as we grow and learn. An "A" grade school would probably be an excellent indicator of success as well.
5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   I think a key to success is understanding the difference between governance and management- allowing the education professionals to manage the school's daily functions and the board taking a big picture governance role.
6. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
   I think being open and honest with each other and airing concerns when necessary is the way to go.

6. If your school intends to contract with a third-party ESP:

a. Summarize your involvement in the selection process;

b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and

c. Indicate whether you have been involved in the review/negotiation of the management agreement.

The ESP has approached the school regarding management services, but we have not voted officially to do so as we still need to carefully review and vote on the contract. We believe CEM, LLC is a good fit, with the understanding that the governing board is still the ultimate decision making body for the school.

Document ID: c0298803-687b-42ef-953f-8f050af3d212

Should the board decide the ESP is no longer providing services to our satisfaction, we do have the means to terminate the contract at any time.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☐ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Document ID: c0298803-687b-42ef-953f-8f050af3d212

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).
(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.
(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:
1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.
2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.
(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.
(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Michael Contreras

Mike Contreras — *Signature*

11/09/2025 — *Date*

Document ID: c0298803-687b-42ef-953f-8f050af3d212

IV. ATTACHMENT TEMPLATES

IV. Statement of Assurances

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Pineapple Cove Classical Academy at Brooksville is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Dr. Kelly Gunter (name), Director of School Operations (title) to sign as the legal correspondent for the school.

Mike Contreras — *Signature*

11/09/2025 — *Date*

Mike Contreras — *Printed Name*

Document ID: c0298803-687b-42ef-953f-8f050af3d212

Signwell

Completed Document Audit Report

Completed with SignWell.com

Title: Attachment L- Contreras

Document ID: c0298803-687b-42ef-953f-8f050af3d212

Time Zone: (GMT+00:00) Coordinated Universal Time

Files

Attachment L- Contreras.pdf - 5 pages	Nov 09, 2025 22:29:44 UTC

Activity

Kelly Gunter IP: 71.47.240.21	created the document (gunterk@pineapplecoveclassicalacademy.com)	Nov 09, 2025 22:29:44 UTC
Kelly Gunter IP: 71.47.240.21	sent the document to michael.contreras@l3harris.com	Nov 09, 2025 22:30:38 UTC
Mike Contreras IP: 168.149.138.15	first viewed document (michael.contreras@l3harris.com)	Nov 09, 2025 22:58:24 UTC
Mike Contreras IP: 168.149.140.2	signed the document (michael.contreras@l3harris.com)	Nov 09, 2025 23:01:26 UTC

CAREER MINDED | DEPENDABLE | EDUCATED | GOAL ORIENTED | ORGANIZED | PROFESSIONAL

MICHAEL L. CONTRERAS

EDUCATION

NOVA SOUTHEASTERN UNIVERSITY | MASTERS OF BUSINESS ADMINISTRATION | LEADERSHIP
NOVA SOUTHEASTERN UNIVERSITY | BACHELORS OF SCIENCE DEGREE | BUSINESS MANAGEMENT
DAYTONA STATE COLLEGE | ASSOCIATES OF SCIENCE DEGREE | BUSINESS ADMINISTRATION

PROFESSIONAL HIGHLIGHTS

WELLS FARGO BANK N.A.
SERVICE MANAGER (SAFE) *DECEMBER 2014*

- FORMS A DIRECT PARTNERSHIP/S WITH BANK BRANCH MANAGER/S AND DISTRICT MANAGER TO GUARANTEE THE OVERALL SUCCESS OF THE BRANCH
- ASSISTS WITH THE HIRING, TRAINING, COACHING, AND OVERALL DEVELOPMENT OF HIGHLY ENGAGED AND EFFECTIVE TEAM MEMBERS
- ENSURES 100% COMPLIANCE WITH ALL OPERATIONAL REGULATIONS, SALES AND SERVICE PROCESSES, AND ALL OTHER DAILY POLICIES AND PROCEDURES
- ENSURES ALL BRANCH EMPLOYEES' LICENSES AND ANNUAL CONTINUING EDUCATION COURSES REMAIN ACTIVE AND UP TO DATE

WELLS FARGO BANK N.A.
PERSONAL BANKER (SAFE) *OCTOBER 2014*

- ESTABLISHED, MANAGED, AND SERVICED CUSTOMER PORTFOLIOS
- PROVIDED A BROAD BASE OF FINANCIAL AND CREDIT SERVICES WITH THE GOAL OF ACQUIRING 100% OF OUR CUSTOMERS' BUSINESS
- DEVELOPED AND MAINTAINED RELATIONSHIPS WITH ALL WELLS FARGO PARTNERS, IN AN EFFORT TO MAXIMIZE EVERY SALES OPPORTUNITY
- EFFECTIVELY USED PROFILING ANALYSIS TOOLS TO IDENTIFY POTENTIAL RELATIONSHIP BUILDING OPPORTUNITIES

WELLS FARGO BANK N.A.
CSSR/ LOAN ORIGINATOR *MARCH 2014*

- PROVIDED EVERY CUSTOMER WITH OUSTANDING CUSTOMER SERVICE
- ESTABLISHED NEW CHECKING, SAVINGINGS, AND CREDIT PACKAGES
- PERFORMED A WIDE RANGE OF SERVICES INCLUDING ACCOUNT SERVICEING, PROBLEM RESOLUTION, CHECK PROSSESING, AND NOTARTY SERVICES
- ORIGINATED LOAN APPLICATIONS, PREPARED LOAN DOCUMENTS, AND HOSTED LOAN CLOSINGS ON SITE

WELLS FARGO AUTO FINANCE
ACCOUNT SUPPORT REPRESENTATIVE *NOVEMBER 2008*

- RESEARCHED UNSETTLED ACCOUNTS AND BALANCES, AS WELL AS NEGOTIATED MUTUALLY BENEFICIAL PAYMENT ARRANGMENTS
- CONTINUOUSLY PROCESSED UPDATES AND CORRECTIONS, TO CUSTOMER AND ACCOUNT INFORMATION
- FOCUSED ON CUSTOMER RETENTION, WHILE MEETING CUSTOMER SERVICE EXPECTATIONS, AND COMPANY REGULATORY REQUIREMENTS
- SECONDARY POINT-OF-CONTACT FOR IRATE CUSTOMERS, ESCALATED CALLS, AND PAYMENT ARRANGEMENT CONFIRMATIONS

J.P. MORGAN CHASE & CO.
UNIQUE PORTFOLIO COLLECTION AGENT *APRIL 2007*

- UTILIZED AN AUTO-DIAL CALLING SYSTEM TO INITIATE CUSTOMER CONTACT
- INFORMED CUSTOMER OF THE PASTDUE PAYMENT, AND DETERMINED A REASONS FOR THE DELAYED PAYMENT
- CONSISTENTLY ARRANGED INSTALLMENT PLANS OR CONNECTED CUSTOMERS WITH DEBT MANAGEMENT AGENCIES WHEN NECESSARY

GENERAL OVERVIEW

MASTERS OF BUSINESS ADMINISTRATION AND LEADERSHIP:
DUAL ENROLLED/IN PROGRESS
ANTICIPATED GRADUATION
MAY-2016

BACHELORS OF SCIENCE BUSINESS ADMINISTRATION:
IN PROGRESS
MAY-2015

ASSOCIATES OF SCIENCE DEGREE:
BUSINESS ADMINISTRATION
GRADUATED WITH HONORS
MAY-2013

TRANSFERABLE QUALITIES
INTERPERSONAL SKILLS
COMMUNICATIONS SAVVY
TECHNICAL LITERACY
IN-DEPTH RESEARCHER & PLANNER
LEADERSHIP / MANAGEMENT-EXPERIENCES
ACCURATE CASH HANDLING

WORKING KNOWLEDGE
MICROSOFT APPLICATIONS:
WORD
EXCEL
OUTLOOK
POWERPOINT
ACCESS

CERTIFICATES & ACHIEVEMENTS
DEAN'S LIST
PRESIDENT'S LIST
WFAF 8-WEEK TRAINING
JPMC 10-WEEK TRAINING
JPMC 2-WEEK U/P TRAINING

PERSONAL GOALS
MBA: LEADERSHIP
ANTICIPATED GRADUATION - 2015
FINRA-SERIES 7/66 LICENSING
CFA CERTIFICATION

225 Wishing Well Circle S.W. Palm Bay, Florida 32908
Primary: (917) 736-6832 | Secondary: (321) 735-2058
E-mail: MikeContreras@Outlook.com

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: Pineapple Cove Classical Academy at Brooksville

2. Full name: Norda Gordon

Home Address: 538 Plumbago Rd NW, Palm Bay, FL 32907

Business Name and Address: 6162 Minton Rd NW, Palm Bay, FL 32907

Phone Number: 321-802-9500

E-mail address: sydmomzz1@gmail.com

Resume and professional bio are attached here.

Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

   Yes No I current serve on the board of Pineapple Cove Classical Academy- Palm Bay, West Melbourne, and Lockmar locations.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

   Yes No

5. Why do you wish to serve on the board of the proposed charter school?

   I believe the schools have done a phenomenal job in providing a great education for children in the Brevard area and I look forward to spreading that success to Hernando county.

6. What is your understanding of the appropriate role of a public charter school board member?

   The Board works together to ensure the school is operated successfully and adheres to its mission, vision, and overall goal.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

   Having served on multiple boards over the past ten years, I have had the opportunity to experience the implementation of a charter school from the beginning to maturity.

8. Describe the specific knowledge and experience that you would bring to the board.

   I have worked in the finance industry for over 15 years. I manage my branch's overall operation which includes controllable and uncontrollable expenses, personnel management, and strategic planning.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

   To provide an education next to none using the classical way to produce successful scholars who are impactful in the real world.

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

   Classical education focuses on education that allows scholars to pursue any profession of their likings and know the true history of our country.

3. What do you believe to be the characteristics of a successful school?
Meeting and exceeding the metrics that matters by having trained and certified teachers, strong qualified leadership, investment in every student, and parent involvement and commitment.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?
By assessing the data provided and ensuring the school is operating soundly.

5. What do you see as your role regarding the school leaders?
To support school leaders as required for the operation of the school and ensure that there is accountability for the success of the school.

Governance

1. Describe the role that the board will play in the school's operation.
Upholding the mission of the school and evaluating the school's leadership, ensuring the school is operating effectively.

2. How will you know if the school is successful at the end of the first year of operation?
Academic performance which would include students' performance, successful management of the budget, and sound leadership.

3. How will you know at the end of four years of the school is successful?
Using the data which would reflect academic, financial, and operational performance.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Consistently monitor areas that would include the academic, financial, and organizational success of the school.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Openly address the situation with the board and decide the next step as a team.

6. If your school intends to contract with a third-party ESP:

a. Summarize your involvement in the selection process;

b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and

c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Classical Education Management currently manages our three schools and has had great success. We will consider them for services at PCCA Brooksville as well.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
☐ Yes ☐ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).
(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.
(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

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: NORDA GORDON

11/10/2025

Signature

IV. ATTACHMENT TEMPLATES

IV. Statement of Assurances

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Pineapple Cove Classical Academy at Brooksville is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Dr. Kelly Gunter (name), Director of School Operations (title) to sign as the legal correspondent for the school.

Name: NORDA GORDON

11/10/2025

Signature

Norda Gordon
538 Plumbago Rd NW, Palm Bay FL 32907
321-951-1473 - Home 561-309-6610 Cellular
Sydmomzz1@gmail.com.

Profile Summary

- High level of professionalism, enthusiasm and commitment to a successful banking career.
- Excellent interpersonal, analytical, motivational, and organizational skills.
- Exceptional leadership qualities; able to schedule priorities and perform/delegate accordingly to effectively accomplish task.

Employment

2011-Current TD Bank
Assistant Store Manager

- Monitors/Manages overall Daily Store Operations.
- Coaches staff on using the EARN Model to identify Sales Opportunities.
- Complete Monthly Reports and Audits to ensure Store is Audit Compliant.
- Huddle with team daily to ensure that there is a constant focus on achieving goal.
- Resolve irate customer complaint and inquires.
- Motivate and lead team to provide exceptional experience to every customer the reflect on the store's metric..
- Process Residential and Consumer Loan applications.
- Provides mentoring and leadership to employees.

2002-2011 TD Bank
Senior Customer Service Representative

- Generate new business through presentation of bank products to customers, referral and prospect calling with Branch Manager.
- Conduct weekly Branch Meetings; create agenda and weekly schedule during managers' absence.
- Participate in community activities and events to promote the banks hometown philosophy.
- Built and retained current customer relationships while cross-selling additional products and services.
- Initiate sales to effectively cross-sell bank products and services to customers which consistently meet and exceed bank's goal.
- Coached teller line staff during weekly branch meeting on product of the week.
- Perform as Automated Machine Custodian to ensuring daily balancing and servicing of the Automated Machine
- Conduct and assist in teller draw and monthly Branch Audits.

2000-2002 ANC Rental Corporation
Executive Representative

- Received and resolved irate customer's complaints that have exhausted customer service and escalated to the president office.
- Supported customer service staff to ensure premier customer satisfaction
- Responded to Better Business letters to ensure there is an amicable and satisfactory solution.

1999-2000 Applied Card System
Customer Service Representative

- Counseled customers with regards to their credit needs.
- Assisted customers with special needs, resolving problems while developing profitable opportunities.
- Responsible for ordering of products to be sold in each department.
- Prepared accounting reports for daily cash activities; Maintained accounting records for quarterly and year-end tax reporting.

1998-1999 US Postal Services
Casual Mail Handler
Sorting, Prepping and Processing mail for Mail Carrier

1995-1998 Public Health Inspector

- Monitored State Abattoir while supervising 25 butchers
- Conducted Food Handlers Clinic and Health Education Seminars
- Inspected Food Establishment and investigate complaints
- Supervised intern Public Health Inspector and Students Doctors on rotation.

Community Service

- 2007- 2008 Executive Board Member - Bayside Lakes Merchant Association.
- 2007- Team Captain for American Relay for Life (Bayside Lakes)
- 2005 - March of Dimes Team Captain (Riverside Bank, Melbourne Branch)
- 2004- Planning Committee Member - Greenacres Relay for Life Committee

Awards and Achievements

2006 Riverside Bank Top Performer Award.

- 2003 Riverside Bank Prestigious Eagle Award Recipient.
- Buddy Trainer for new employees.
- 2014 TD Bank Prestigious Wow Star

References

- Available upon request

Confidential

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: Pineapple Cove Classical Academy at Brooksville

2. Full name: Angela Sturm Harrigan

Home Address: 120 Orlando Blvd, Indialantic, FL, 32903

Business Name and Address: 6162 Minton Rd NW, Palm Bay, FL 32907

Phone Number: 321-802-9500

E-mail address: adsesquire@gmail.com

Resume and professional bio are attached here.

Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   Yes No I current serve on the board of Pineapple Cove Classical Academy- Palm Bay, West Melbourne, and Lockmar locations.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
   Yes No

5. Why do you wish to serve on the board of the proposed charter school?
   My son has attended the Pineapple Cove schools since he was an infant. I have always felt strongly about Pineapple Cove's mission for the children in our area. The founders truly care about the well-being of each and every child. Through the classical education model, I think the founders can continue to provide our local children with superior educational opportunities.

6. What is your understanding of the appropriate role of a public charter school board member?
   The Board works together to evaluate and govern the academic, organizational, and financial health of the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
   Having served on multiple boards over the past ten years, I have had the opportunity to experience the implementation of a charter school from the beginning to maturity.

8. Describe the specific knowledge and experience that you would bring to the board.
   I am an attorney and work in the area of law that focuses on the health, safety, education, and well-being of children. Additionally, I have many years of experience with project/case management and organization.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   The mission of the Pineapple Cove schools is to educate children through a classical curriculum that also encompasses the virtues of being a good and productive person, so the children are provided an opportunity to be a well-rounded individual as they grow and develop.

2. What is your understanding of the school's proposed educational program?
   Classical education focuses on the basics of reading, writing, history, and mathematics as a basis of critical

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thinking and effective reasoning.

3. What do you believe to be the characteristics of a successful school?
   Successful schools have stakeholders that believe in the mission and students who are achieving high standards in a rigorous academic environment.
4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?
   Parent surveys, student assessment data, and annual audits should provide a clear look at the school's progress.
5. What do you see as your role regarding the school leaders?
   We are ultimately the supervisor of the school leader, but school management is the responsibility of our chosen school leaders.

Governance

1. Describe the role that the board will play in the school's operation.
   The Board is the ultimate decision-making authority of the school and is responsible to ensuring academic achievement, financial security, and negotiating contracts.
2. How will you know if the school is successful at the end of the first year of operation?
   Academic achievement is foremost and that can be measured in many ways. Assessment results are one way, but so is parent satisfaction and happy teachers and students.
3. How will you know at the end of four years of the school is successful?
   High academic achievement, full enrollment, and good audits are successful long-term indicators.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   Active involvement of board members is key along with school leaders who keep the mission of the school at the heart of their decisions.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
   Keeping the best interest of the school in mind means confronting issues as they arise and resolving them as soon as possible.
6. If your school intends to contract with a third-party ESP:

a. Summarize your involvement in the selection process;
b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
c. Indicate whether you have been involved in the review/negotiation of the management agreement.
   Classical Education Management currently manages our three schools and has had great success. We will consider them for services at PCCA Brooksville as well.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☐ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Document ID: 1fcdab92-6faa-4cd0-b8ef-d7b70528dd3e

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Angela Sturm Harrigan

Angela Sturm Harrigan

Signature

11/04/2025

Date

Document ID: 1fcdab92-6faa-4cd0-b8ef-d7b70528dd3e

IV. ATTACHMENT TEMPLATES

IV. Statement of Assurances

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Pineapple Cove Classical Academy at Brooksville is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Dr. Kelly Gunter (name), Director of School Operations (title) to sign as the legal correspondent for the school.

Angela Sturm Harrigan — *Signature*

11/04/2025 — *Date*

Angela Sturm Harrigan — *Printed Name*

Document ID: 1fcdab92-6faa-4cd0-b8ef-d7b70528dd3e

Signwell

Completed Document Audit Report

Completed with SignWell.com

Title: Attachment L- Harrigan

Document ID: 1fcdab92-6faa-4cd0-b8ef-d7b70528dd3e

Time Zone: (GMT+00:00) Coordinated Universal Time

Files

Attachment L- Harrigan.pdf - 4 pages	Nov 04, 2025 14:50:15 UTC

Activity

Kelly Gunter IP: 75.58.180.108	created the document (gunterk@pineapplecoveclassicalacademy.com)	Nov 04, 2025 14:50:30 UTC
Kelly Gunter IP: 75.58.180.108	sent the document to adsesquire@gmail.com	Nov 04, 2025 14:51:39 UTC
Angela Sturm Harrigan IP: 69.213.236.144	first viewed document (adsesquire@gmail.com)	Nov 04, 2025 23:16:06 UTC
Angela Sturm Harrigan IP: 69.213.236.144	signed the document (adsesquire@gmail.com)	Nov 04, 2025 23:20:18 UTC

LICENSURE: ***Florida Bar Member*** ***Admitted 02/2005***

LEGAL EXPERIENCE:

Department of Children and Families (DCF) – Children's Legal Services (CLS) ***Palm Bay, FL***

Managing Attorney	03/2022-Present
Supervising Attorney	02/2018-03/2022
Senior Attorney	12/2010-02/2018
Volunteer	10/2010-12/2010
	Jacksonville, FL
Contract Attorney	05/2005-12/2005
Certified Legal Intern	10/2004-05/2005
Certified Legal Intern - Summer Internship	05/2003-08/2003

- Manage the administration and oversight of attorneys and staff in the Brevard and Seminole CLS offices. Coordinate with the Supervising Attorneys and Government Operations Consultant for cohesive administration and oversight over all of Circuit 18's CLS team. Communicate at all levels of management for CLS within the DCF Agency as well as with the Brevard and Seminole County DCF community partners, judiciary and clerks.
- Handle any necessary dependency cases including pleadings preparation, and DCF representation in court for shelters, arraignments, mediations, dependency, and termination of parental rights' trials, and coordinate with appellate attorney, as needed.
- Demonstrate, support, and ensure CLS Best Practices in Brevard County.

Morgan Law, P.A./Law Office of Angela D. Sturm ***Melbourne, FL***

Managing Attorney/Owner 05/2009-07/2010

- Manage the administration of the three offices including supervision and training of staff, supplies, and office policies and procedures, and paralegal duties.
- Handle all aspects of creditor law, criminal law, family law, foreclosure law, and personal injury law cases, including Answers, Discovery, Depositions, Mediations, and Trials.

Allstate Insurance ***Melbourne, FL***

In House Counsel 07/2007-03/2009

- Handle all aspects of the defense of personal injury cases in suit including Answers, Discovery, Depositions, Mediations, Trials, and communication with Claims Representative and Clients.

Public Defender 18th Judicial Circuit ***Melbourne, FL***

Assistant Public Defender, Felony Division	01/2007-07/2007
Assistant Public Defender, Misdemeanor Division	01/2006-01/2007

- Handle all aspects of the defense of criminal law cases including managing a large caseload, communications with clients, case law research, analysis of the case, plea deal negotiations, Pre-Trial Motions, and Trials.

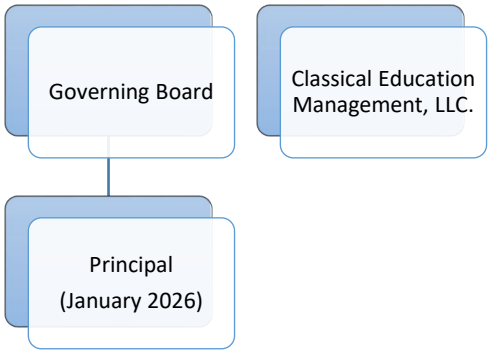
EDUCATION:

Florida Coastal School of Law: Juris Doctorate	05/2004
Georgia Institute of Technology: Bachelor of Science in International Affairs	03/1995

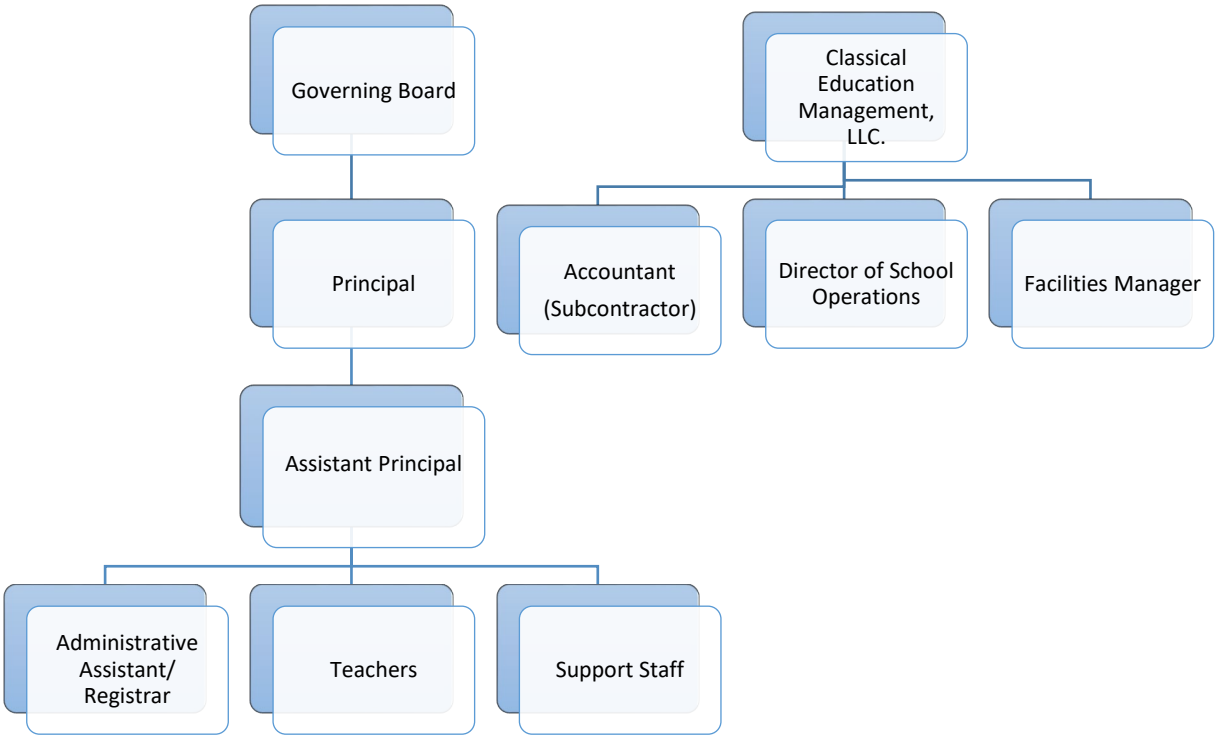
ASSOCIATIONS:

Brevard County Association for Women Lawyers: Social Event Coordinator & Treasurer	2008-2011
Brevard County Bar Association: Member	2006-2011
Brevard County Inns of Court: Associate	2010-2012
Brevard County Inns of Court: Barrister; 2020-2021: Team Captain	2017-2021
Children's Advocacy Center of Brevard County Board of Directors	2018-2022
Department of Children & Families' Central Region Leadership Academy: Graduate & Class Speaker	2018-2019
Pineapple Cove Classical Academy Board of Directors	2014-Present
Space Coast Community Law School: Founder, Presenter	2010-2011, 2016

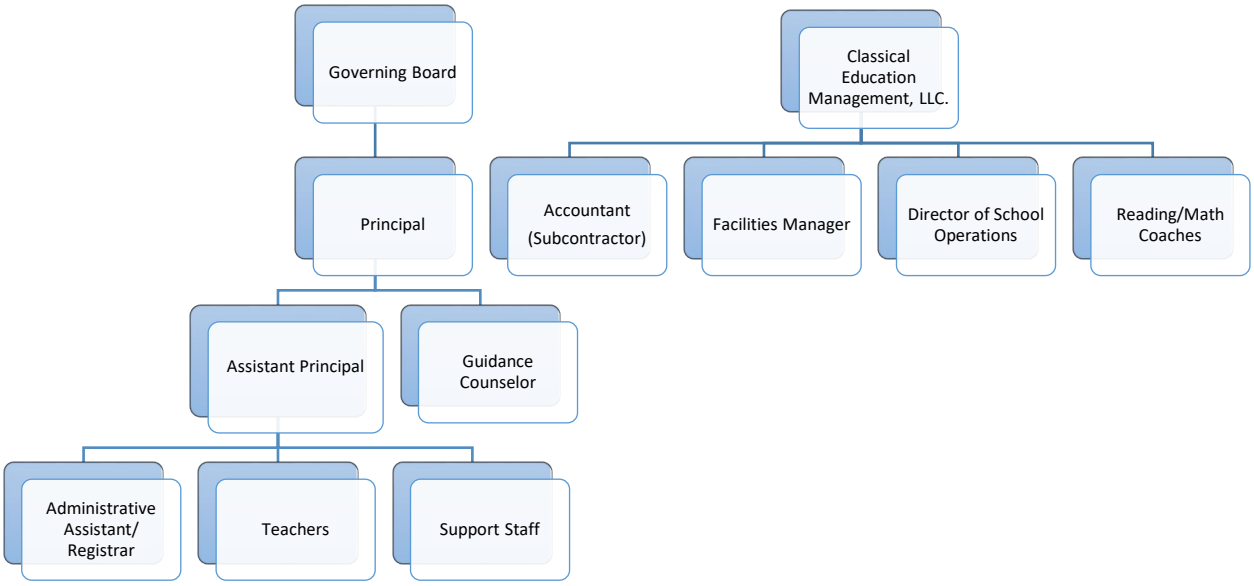
Preoperational Staffing Plan



First Year of Operation



End of Charter Term/Full Capacity



PRINCIPAL – PINEAPPLE COVE CLASSICAL ACADEMY
Exemption Status: Exempt
Immediate Supervisor: Governing Board

JOB GOAL: To manage the school and to provide organizational and instructional leadership to assure high student outcomes and maintain the integrity of the school's approved charter.

PERFORMANCE RESPONSIBILITIES: Note: At the discretion of the Principal, he/she may delegate any of the authority and responsibilities of the position. However, the Principal is not relieved of final responsibility for actions taken under such delegation.

I. Education Requirements

- The Principal shall hold, at minimum, a master's degree in Education or other appropriate field, with a minimum of three years' teaching experience.

II. Relationship with Governing Council/Committees

- Attends and participates in meetings of the Governing Board/Committees.
- Informs and advises the Governing Board/Committees about the programs, practices, and problems of the schools, as well as activities operating under the authority of the Governing Board/Committees.
- Implements Governing Board/Committees policies; advises the Governing Board/Committees when he/she identifies the need to add, modify, or delete a policy. Submits recommendations to the Governing Board/Committees relative to matters requiring Governing Board/Committees action, supported by data and information as necessary to make informed decisions.
- Recommends, annually, to the Governing Board/Committees system-wide goals. Monitors and reports back to the Committee, at least semi-annually, on the progress toward achieving the goals.
- Works with the Governing Board/Committees that implements the mission of the school and a comprehensive long-range plan.

III. Budget

- Prepares annual operating budget recommendations based on guidelines set by the Governing Board/Committees in accordance with Director of School Operations. Works with the Governing Board/Committees and Director of School Operations to develop the final budget. Implements the approved budget.

IV. Educational Leadership & Curriculum

- Assures high academic performance outcomes for all students.
- Keeps informed of current curricular and educational thoughts, trends, and practices, as well as proposed legislation impacting the school. Informs the Governing Board/Committees of significant developments in these areas.
- Oversees development and implementation of objectives and long-range plans for curriculum and instructional evaluation and improvement.
- Assures continuous study and revision of curriculum guides and courses of study to best support teacher needs.

V. Personnel

- Hires all administrators, teachers and support staff.
- Ensures the hiring of qualified and competent personnel.
- Assigns, transfers, and promotes employees as the interests of the school system may indicate.
- Assures professional development opportunities are provided to the school staff.
- Assures systematic performance evaluation of school personnel and takes necessary actions regarding any employee whose performance is judged to be unsatisfactory.
- Holds such meetings of school personnel as are necessary for discussion of matters related to the welfare and improvement of the schools.
- Oversees employee relations in the school system.

VI. Facilities

- Works with Director of School Operations to ensure facilities are maintained and in accordance with state guidelines.
- Determines, with the Director of School Operations and Governing Board/Committees, short and long-range building needs and oversees implementation of construction, operation and maintenance programs.

VII. General Management

- Takes necessary steps to assure the safety and welfare of students and employees in the schools and at school-sponsored activities.

VIII. Communications/Public Relations

- Maintains open lines of communication and cooperative working relationships with the authorizer, supports organizations and other committees.
- Maintains open lines of communication and cooperative relationships with school staff, the Governing Board/Committees, parents and the community at-large.

Performs other appropriate tasks which may be assigned by the Governing Council/Committees which may include the following (some of which may have been addressed earlier in this document):

1) Administer local board's (or governing body of a charter school's) policies, state and federal requirements and applicable laws.
2) Be accountable for student achievement; budget management; expenditure of funds; dissemination of information; district or charter school communications; development, implementation and evaluation all other district or charter school business.
3) Attend all local board or governing body of a charter school's meetings or, when necessary, designate a licensed administrator to attend.
4) Ensure that school patrons and the public are informed and involved in the acquisition; planning and development of school facilities and that students are provided with adequate facilities which conform to state and federal mandates.
5) Be accountable for student safety:
    (a) Ensure that all students are supervised while on school property and while attending or traveling to school events or activities on school-provided transportation.

(b) Ensure that all buildings, grounds and facilities provide a safe and orderly environment for public use.

6) Administer and implement the charter school's approved staff accountability plan and procedures.
7) Ensure that a process is in place to identify, train, assign and support personnel resources in classrooms, which shall include, but not be limited to, the following: (a) Establish the specific expertise of the person.
   (a) Obtain a background check and fingerprint records.
   (b) Provide the person with the necessary training, prior to entering a classroom, about how the school operates, appropriate teaching methods and expectations of principal and assigned teacher.
   (c) Establish a start date and ending date for the person.
   (d) Provide for an evaluation of services upon completion of the assignment.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee will escort students around campus.
- The employee must have normal vision and hearing with or without aid.
- The employee must be able to move about assigned locations unaided during the work day.

This position description indicates the general nature and level of work expected of incumbent. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of incumbent. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions at Pineapple Cove Classical Academy will be housed in the Business Office and are updated periodically. Copies are available on request.

REVIEWED:

Principal _____ **Date** _____

Governing Board _____ **Date** _____

ASSISTANT PRINCIPAL – PINEAPPLE COVE CLASSICAL ACADEMY
Exemption Status: Exempt
Immediate Supervisor: Principal

SUMMARY: Assists the Principal in all aspects of school management, curriculum development and student services.

ESSENTIAL FUNCTIONS: Incumbent must achieve the following outcomes with or without reasonable accommodation:

- Develops, implements and reviews school policies and procedures.
- Coordinate implementation of district instructional program and ancillary and operational support programs.
- Serves as instructional leader at the school.
- Monitors school activities and policies for adherence to all district, state and national regulations.
- Assesses appropriateness of school services and programs.
- Recommends changes in programs, personnel, facilities, materials and equipment.
- Evaluates the work of assigned school staff; provides reports to the Principal and cooperates in recognition or remediation of staff members as requested.
- Designs in-service training programs at the school.
- Assists in the recruitment and selection of applicants for school-based positions.
- Establishes programs and communication procedures to encourage committee participation, student organizations, community support and extra-curricular activities.
- Develops and maintains student discipline procedures for assigned caseload following established guidelines.
- Assist in the development of budget recommendations for the school.

CURRICULUM: Oversees all aspects of scheduling, course descriptions and registration and assigns duties as necessary; oversees all aspects of district mandated standardized testing; oversees all aspects of student records and assists Principal as legal representative for the school; oversees textbook inventory; creates and serves on committees as necessary inside and outside of the school.

ATTENDANCE/DISCIPLINE: Establishes attendance and discipline referral and reporting procedures for campus-wide use; develops parental notification procedures; directs the preparation of suspension, neglect, referral and tardy forms; responds to inquiries from welfare, probation, legal and security agencies; creates and serves on committees as necessary inside and outside the school.

BUILDING AND GROUNDS: Supervise district employees completing operational tasks on campus; verifies completion of work orders; maintains orderly school environment; contacts security as necessary; serves as contact for outside contractors; oversees custodial work; creates and serves on committees as necessary inside and outside of the school.

DUTIES: In addition to the essential functions of this job, the incumbent must perform the following duties:

- Complies with state-approved Code of Ethics of the Education Profession and upholds and enforces rules, administrative directives and regulations, school board policies, and local, state and federal regulations.
- Articulates and facilitates the implementation of the mission and values of PCCA
- Safeguards confidentiality of privileged information.
- Prepares and maintains accurate and complete records and reports as required by law, state directives, district policy and administrative regulations.
- Shares the responsibility for the supervision and care of district inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.

- Maintains professional competence through individual and staff training, in-service educational activities and self-selected professional growth activities.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.
- Performs other tasks related to area of responsibilities as requested or assigned by an immediate supervisor.

EXPERIENCE, KNOWLEDGE, SKILLS, AND ABILITIES: The minimum expectations for this job are as follows:

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision-making and problem solving skills.
- Interpersonal skills with diverse populations, in-person and on the telephone.
- Knowledge of community, computer system, financial and legal requirements.
- Ability to meet deadlines, work on multiple projects and coordinate the work of others.
- Knowledge of district policies on immunization, medication, first aid, emergencies and child abuse/neglect.
- Three years of teaching experience.

EDUCATION AND LICENSURE: The minimum requirements for this job are as follows:

- Bachelor's degree in Education or equivalent.
- Graduate Degree in any field, preferably in Education or equivalent.

WORKING ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job:

- The incumbent works with various staff members in a team environment including the administrative staff, State Department personnel, legal counsel, parents, students, advocates and others outside the district.
- Frequent interactions with people in person and on the phone will be necessary.
- Duties are primarily performed in a normal school environment.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee will escort students around campus.
- The employee must have normal vision and hearing with or without aid.
- The employee must be able to move about assigned locations unaided during the work day.

This position description indicates the general nature and level of work expected of incumbent. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of incumbent. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions at Pineapple Cove Classical Academy will be housed in the Business Office and are updated periodically. Copies are available on request.

REVIEWED:

Employee _____ **Date** _____

Principal _____ **Date** _____

DEAN OF STUDENTS (10-MONTH)– PINEAPPLE COVE CLASSICAL ACADEMY
Exemption Status: Exempt
Immediate Supervisor: Principal

SUMMARY: Assists the Principal in all aspects of school management, student discipline, and student services.

ESSENTIAL FUNCTIONS: Incumbent must achieve the following outcomes with or without reasonable accommodation:

- Develops, implements and reviews school policies and procedures.
- Coordinate implementation of district student code of conduct.
- Monitors school activities and policies for adherence to all district, state and national regulations, including Title IX.
- Assesses appropriateness of school services and programs.
- Recommends changes in programs, personnel, facilities, materials and equipment.
- Evaluates the work of assigned school staff; provides reports to the Principal and cooperates in recognition or remediation of staff members as requested.
- Assists in the recruitment and selection of applicants for school-based positions.
- Establishes programs and communication procedures to encourage committee participation, student organizations, community support and extra-curricular activities.
- Develops and maintains student discipline procedures for assigned caseload following established guidelines.

ATTENDANCE/DISCIPLINE: Establishes attendance and discipline referral and reporting procedures for campus-wide use; develops parental notification procedures; directs the preparation of suspension, neglect, referral and tardy forms; responds to inquiries from welfare, probation, legal and security agencies; creates and serves on committees as necessary inside and outside the school.

BUILDING AND GROUNDS: Supervise district employees completing operational tasks on campus; verifies completion of work orders; maintains orderly school environment; contacts security as necessary; serves as contact for outside contractors; oversees custodial work; creates and serves on committees as necessary inside and outside of the school.

DUTIES: In addition to the essential functions of this job, the incumbent must perform the following duties:

- Complies with state-approved Code of Ethics of the Education Profession and upholds and enforces rules, administrative directives and regulations, school board policies, and local, state and federal regulations.
- Articulates and facilitates the implementation of the mission and values of PCCA
- Safeguards confidentiality of privileged information.
- Prepares and maintains accurate and complete records and reports as required by law, state directives, district policy and administrative regulations.
- Shares the responsibility for the supervision and care of district inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.
- Maintains professional competence through individual and staff training, in-service educational activities and self-selected professional growth activities.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.
- Performs other tasks related to area of responsibilities as requested or assigned by an immediate supervisor.

EXPERIENCE, KNOWLEDGE, SKILLS, AND ABILITIES: The minimum expectations for this job are as follows:

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision-making and problem solving skills.

- Interpersonal skills with diverse populations, in-person and on the telephone.
- Knowledge of community, computer system, financial and legal requirements.
- Ability to meet deadlines, work on multiple projects and coordinate the work of others.
- Knowledge of district policies on immunization, medication, first aid, emergencies and child abuse/neglect.
- Three years of teaching experience.

EDUCATION AND LICENSURE: The minimum requirements for this job are as follows:
- Bachelor's degree in Education or equivalent.
- Graduate Degree in any field preferred, preferably in Education or equivalent.
- Current Florida teaching certification

WORKING ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job:
- The incumbent works with various staff members in a team environment including the administrative staff, State Department personnel, legal counsel, parents, students, advocates and others outside the district.
- Frequent interactions with people in person and on the phone will be necessary.
- Duties are primarily performed in a normal school environment.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodation:
- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee will escort students around campus.
- The employee must have normal vision and hearing with or without aid.
- The employee must be able to move about assigned locations unaided during the work day.

This position description indicates the general nature and level of work expected of incumbent. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of incumbent. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions at Pineapple Cove Classical Academy will be housed in the Business Office and are updated periodically. Copies are available on request.

REVIEWED:

Employee _____ **Date** _____

Principal _____ **Date** _____

STUDENT SERVICES COORDINATOR – PINEAPPLE COVE CLASSICAL ACADEMY
Exemption Status: Non-exempt
Immediate Supervisor: Principal

SUMMARY:
Build capacity of staff who work within Student Support Services in order for them to provide high quality programming and professional practices for our most intensive populations. Provide knowledge, guidance, and support to building level administrators and Student Support Services staff for students with special learning, ESOL, and behavioral challenges in the area of professional development, programming, and service delivery to increase student achievement.

ESSENTIAL FUNCTIONS/TYPICAL TASKS:

- The minimum performance expectations include, but are not limited to, the following functions/tasks:
- Collaborate with, coach, and educate special education teams in developing high quality specialized instruction and appropriate opportunities for students with disabilities, including assessments to identify pathways of interest, strengths, and areas of needed growth to develop meaningful goals and services.
- Ensure professional development and quality programming for students by reviewing and evaluating documents, Individual Education Plans and Behavior Plan, in accordance with district procedures, state rules and federal regulations.
- Provide leadership in the development of a continuum of services for students with disabilities and strategies to increase achievement and the graduation rate of students with disabilities.
- Develop and maintain new teacher mentor program for first-year teachers.
- Assess and provide support for ESOL students.
- Support administration in assessment programs.
- Consults with physicians and other agencies as necessary and assists with referring students to appropriate specialists.
- Adheres to legal and ethical standards and guidelines.
- Requisitions needed supplies and equipment.
- Models nondiscriminatory practices in all activities.

OTHER DUTIES:

- Maintains professional competence by attending staff development programs, curriculum development meetings and other professional activities.
- Performs any other related duties as assigned by the Principal or other appropriate administrator.

KNOWLEDGE, SKILLS AND ABILITIES:
Must possess:

- Knowledge of evidenced-based programming and service delivery for students with unique learning needs (Special Education, ESOL)
- Demonstrated skills in facilitation, conflict resolution and adult learning.
- Excellent interpersonal and communication skills.

- Excellent problem-solving abilities.
- Excellent organizational skills. Ability to manage a variety of tasks in many settings on a daily basis.
- Ability to promote and follow Board of Education policies, District policies, building and school procedures.
- Ability to communicate, interact and work effectively and cooperatively with all people, including those from diverse ethnic and educational backgrounds. Willingness to contribute to cultural diversity for educational enrichment.

QUALIFICATIONS:

- Master's degree in Special Education or related field.
- Experience in administration, special education or related field.
- Teaching or other experience working with students with significant academic learning and/or social/emotional needs.
- Valid Florida teaching license.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this job. Duties performed typically in school settings to include classrooms, gyms, cafeteria, auditorium and recreational areas. While performing this job, the employee is regularly required to stand, walk, sit, use hands to finger, handle or feel, reach with hand, and talk or hear; light lifting up to 40 pounds and other limited physical activities are required. Movement of students by wheelchairs and other mechanical devices may be required.

WORK ENVIRONMENT AND ENVIRONMENTAL CONDITIONS:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this job. Daily personal and close contact with students to provide classroom management and learning environment support is required. Regular contact with other staff members and parents is required. This position description indicates the general nature and level of work expected of incumbent. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of incumbent. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions at Pineapple Cove Classical Academy will be housed in the Business Office and are updated periodically. Copies are available on request.

REVIEWED:

Employee _____ **Date** _____

Principal _____ **Date** _____

CLASSROOM TEACHER – PINEAPPLE COVE CLASSICAL ACADEMY
Exemption Status: Exempt
Immediate Supervisor: Principal

SUMMARY: Teaches by creating a flexible program and an environment favorable to learning and personal growth; by encouraging students to develop skills, attitudes and knowledge needed to obtain a good foundation for continuous growth and development; by providing students with experiences which integrate the affective, cognitive and psychomotor dimensions of learning; by establishing effective rapport with students and their parents; by assisting students in developing positive feelings toward themselves and others.

ESSENTIAL FUNCTIONS:
EDUCATING STUDENTS

- Cooperates in the development and implementation of the school program of instruction.
- Plans and implements a program of study that, as much as possible, meets the individual needs, interests and abilities of students and complies with FLDOE standards and Pineapple Cove Classical Academy goals and objectives.
- Guides the learning process toward the achievement of curriculum goals. Establishes clear objectives for all lessons, assignments, units and projects in harmony with curriculum goals and communicates the objectives to students.
- Employs instructional methods and materials that are most appropriate for meeting stated objectives including the use of computers and other technological classroom support equipment in student instruction.
- Meets and instructs assigned classes in the locations and at the times designated.
- Shows commitment to the school's mission, academic program and student academic outcomes as outlined in the approved charter.

MANAGING STUDENT BEHAVIOR

- Establishes and maintains standards of appropriate student behavior and discipline to achieve a functional learning atmosphere in the classroom and assists in its maintenance campus wide.
- Provides and maintains a safe and supervised environment in the classroom and on the school grounds.
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.

EVALUATING STUDENT PROGRESS

- Evaluates the learning progress of students on a regular basis using appropriate assessments.
- Prescribes effective learning programs and initiates referrals to appropriate personnel when concerns arise.
- Assesses the accomplishments of students on a regular basis and provides progress reports as required.
- Administers group standardized tests in accordance with the school testing program.

PROFESSIONAL COMMUNICATIONS

- Establishes and maintain open lines of communication with students and parents concerning students' academic, social and behavioral progress.
- Cooperates with professional staff and support personnel in assessing and helping students with health, attitude, learning and behavioral problems
- Communicate and cooperate with other professional staff in academic and personal growth areas.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.

MANAGEMENT

- Selects and requests appropriate books and instructional materials and maintains required inventory records.
- Provides directions and materials for substitute teachers. Plans for and supervises classroom aides, guests and volunteers.
- Prepares and maintains accurate and complete records and reports as required by law, state directives, school policy and administrative regulations.
- Shares the responsibility for the supervision and care of school inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.

UPHOLDS PROFESSIONAL STANDARDS OF CONDUCT

- Complies with district-approved Code of Ethics of the Education Profession and upholds and enforces rules, administrative directives and regulations, school policies, and local, state and federal regulations.
- Articulates and facilitates the implementation of the mission and values of PCCA.
- Safeguards confidentiality of privileged information.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.
- Maintains professional competence through individual and staff training, in-service educational activities and self-selected professional growth activities.
- Performs other tasks related to area of responsibilities as requested or assigned by an immediate supervisor.
- Conforms to PCCA policies including attendance, absences and evaluations.
- Attendance must be adequate to acceptably perform listed job functions.

EXPERIENCE, KNOWLEDGE, SKILLS, AND ABILITIES

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision making and problem solving skills.
- Interpersonal skills with diverse populations in-person and on the telephone.
- Knowledge of computer systems, financial procedures, and legal requirements.
- Ability to meet deadlines, work on multiple projects, and coordinate the work of others.
- Knowledge of school policies on immunization, medication, first aid, emergencies and child abuse/neglect.
- Knowledge of all laws, regulations and guidelines affecting teachers and students.
- Knowledge of effective classroom management techniques.

- Ability to maintain positive relationships with students, parents, community members and staff.

EDUCATION AND LICENSURE

- Bachelor's degree.
- Current Florida teaching certificate endorsed in the area to be taught, or is pursuing an alternative licensure portfolio.

WORKING ENVIRONMENT

- The employee works with various staff members in a team environment including the administrative staff, parents, students, advocates and others outside the school.
- Frequent interactions with people in-person and on the phone will be necessary.
- Duties are performed indoors and outside in a normal school environment.
- The noise level in the work environment is usually moderate.

PHYSICAL DEMANDS

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must have the ability to adjust focus on a computer monitor in order to get information from a variety of information systems.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee must occasionally work outside.
- The employee must be able to use and move/lift variety of instructional materials in the classroom.
- The employee must be able to see and hear on a continuous basis as well as speak frequently.
- Employee must be able to move quickly from place to place on occasion over smooth to uneven surfaces on the playground or on grass.
- Walk through classroom and be able to maneuver tight spaces, e.g. between desks.
- When dealing with students may entail kneeling, squatting, stooping and bending on an occasional to frequent basis on a given day.

EMOTIONAL DEMANDS

- Manage the repetitive instructional preparation, review, and grading of student assignments without experiencing undue stress (which leads to emotional detachment from the teaching process and to ineffectiveness in the classroom).
- Maintain high emotional energy and display enthusiasm for the subject matter and individual student effort.
- Develop effective coping strategies for dealing with the fatigue and stress of ongoing involvement in teaching, supervising, and monitoring of students.
- Address stressful events created by hostile, confrontational students by remaining calm and listening non-critically, reasoning objectively, and remaining consistent in, judgments.

- Ensure that out-of-classroom pressures (personal, home, business) do not interfere with overall effective teaching performance.
- Enhance one's professional teaching commitment with punctuality and attendance (avoiding the —coming late, leave early, or "often absent" syndrome).
- Realize the need to seek timely professional assistance as necessary to maintain emotional stability and professional standards of conduct.
- Possess emotional openness to constructive feedback from peers, consulting teacher/mentors, and administrators regarding compliance with professional standards.
- Analyze and remedy emotional needs or unresolved conflicts which interfere or preclude adhering to policy, administrative direction or professional standards.

This position description indicates the general nature and level of work expected of incumbent. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of incumbent. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions in Pineapple Cove Classical Academy will be housed in the Business Office and are updated periodically. Copies are available on request.

REVIEWED:

Employee _____ **Date** _____

Principal _____ **Date** _____



Employee Handbook
Revised July 2025

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Welcome Statement

Welcome to Pineapple Cove Classical Academy! When I became a part of this team years ago, it seemed like a noble, but far away goal. The infectious enthusiasm John Moran and Beth Scott showed for this project from the very beginning inspired me to dream big of a school that would allow children to flourish while providing them a world class education. I dreamt of a school where hard work was expected and manners mattered. I envisioned a school where the faculty viewed teaching as an honor and an art. I am convinced that Pineapple Cove Classical Academy is that school and I, along with the rest of our administration, am committed to making that vision a reality.

It is hard to believe we are years into this vision; but then again, it isn't really that hard to believe. When a group of like-minded and dedicated people band together for a common goal, success really isn't all that surprising. But our success going forward will not be determined by the walls of a school, but by what happens within those walls. The way I will measure the success of our school is by the success of the children we educate. Will they be culturally literate citizens? Will they grow to be leaders in our community? Will they challenge the status quo and follow their moral compass? These are the desires I have for our children.

President Franklin Roosevelt said, "We cannot always build the future for our youth, but we can build our youth for the future." I believe this is the purpose of education in our country. This generation of children will face unique challenges going forward. The education they receive now will determine their ability to meet those challenges. I believe the classical approach- the educational philosophy of Thomas Jefferson, Benjamin Franklin, Winston Churchill and others who previously overcame challenges in history- is the key to building our youth for a successful future.

Thank you for being a part of the PCCA team,
Dr. Kelly Gunter, Director of School Operations

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Introduction

This handbook is provided to acquaint employees with information about employment with Pineapple Cove Classical Academy. It contains information regarding Pineapple Cove Classical Academy's Mission, Vision and Goals. It also contains information regarding internal benefits. The information contained in this handbook is not to be construed as a binding contract between Pineapple Cove Classical Academy and its employees. The contents therefore may be changed, deleted or expanded upon at the discretion of of the Governing Board, with regard to your employment, laws and requirements governing the employer-employee relationship. However, this handbook cannot anticipate every situation or answer every question about employment and/or duties here at Pineapple Cove Classical Academy. You are requested and encouraged to read this handbook carefully and ask any question you may have. It is your responsibility to review the handbook and, after doing so, complete the "Acknowledgement of Receipt" found on the last page of this handbook, and return it to administration. Pineapple Cove Classical Academy has an Open Door Policy. If you have any questions regarding this handbook or anytime during your employment, you may request a meeting with the principal.

Pineapple Cove Classical Academy's Mission Statement:

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

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Employment Principles

At Will Employment

Employment is with the mutual consent of the employee and Pineapple Cove Classical Academy. Both the employee and Pineapple Cove Classical Academy have the right to terminate the employment relationship at any time, with or without cause of advance notice. The employment-at-will relationship will remain in effect throughout your employment unless it is specifically modified in writing. The employment-at-will relationship will not be modified by any oral or implied agreement.

Nondiscrimination Policy

Pineapple Cove Classical Academy assures applicants, employees, and visitors an equal opportunity in employment and accessibility to facilities of services without regard to that person's age, race, color, sex, religious creed, national origin, political affiliation, marital status or disability. The sole exception occurs when job requirements constitute a bona fide occupational qualification necessary to perform essential job tasks. Equal employment opportunity will be attained using both objective and subjective merit principles and shall apply to company employment practices.

Equal Employment Opportunity

Pineapple Cove Classical Academy's policies assure each employee that he/she will receive equal opportunity in all aspects of employment. A diverse work force and equitable employment practice make us a stronger company and better employer. Equal Employment Opportunity means that all persons are entitled to the same opportunity for employment based on their qualification and job-related criteria. Federal and state laws prohibit discrimination based on age, sex, race, color, religion, national origin, disability, marital status or political affiliation.

Americans with Disabilities Act:

Pineapple Cove Classical Academy acknowledges the Americans with Disabilities Act, which prohibits discrimination against qualified individuals with disabilities in job application procedures, hiring, firing, advancement, compensation fringe benefits, job training and other terms, conditions, and privileges of employment. A qualified employee or applicant with a disability is an individual who satisfies skill, experience, education, and other job-related requirements of the position held or desired, and who, with or without reasonable accommodation, can perform the essential functions of that position. The ADA does not alter Pineapple Cove Classical Academy's right to hire the best qualified applicant, but does prohibit discrimination against a qualified applicant or employee because of his or her disability.

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Qualifications for Employment:

In order for employment to begin, the following must occur.

1. A positive attitude of cooperation with Pineapple Cove Classical Academy management and staff.
2. Any other qualifications as listed in the state law or administrative code governing employment in this type or institution or organization.
3. Employees must also provide/submit the following on or before the date of hire:
   a. Personnel record (application and/or resume)
   b. Any other qualifications as listed in the state law or administrative code governing employment in this type of institution or organization.
   c. Educational requirements of the specific position being considered.
   d. Fingerprint requirements.
   e. Current certification first aid and CPR (preferred but not required, except for administration, physical education instructors, and guidance counselors).
   f. W-4 form.
   g. Any other forms requested by administration at the time of hire that may not be on this list.

Employment of Family Members

Pineapple Cove Classical Academy does not discriminate in employment and personnel actions with respect to employees, prospective employees, and applicants based on family relationships with current employees, clients and/or customers of Pineapple Cove Classical Academy. Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

Children of Employees

Minor children of employees must not be at the school or with employee during work hours unless pre-approved by administration. Supervision of children is of utmost importance; therefore, all staff children must be enrolled in aftercare and are not to be left unattended. Staff children must vacate to their own classrooms by 7:50 a.m. Tutoring or running an after-school club is considered “on duty” time. Certain positions may prohibit students from entering the workspace of their parent (such as the cafeteria or custodial staff) due to the inherent danger or restrictions placed upon such a position.

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Employee Classification

Each established position is assigned to a specific department and pay range. The specific duties and responsibilities for each position are described in a position description. Each position has its own description. Each employee is given a copy of his/her position description upon employment. It is very important that you receive a copy of the appropriate position description since performance evaluations are based on the duties and responsibilities contained therein. If for some reason you did not receive a copy of your position description, ask your director. All employees will be classified under one of the following:

1. Temporary Employees- An employee whose position is temporary in nature and is expected to be employed for less than 6 months.
2. Regular Employees- Employees who are hired for an undetermined period of time.
3. Substitute Teachers- A substitute teacher is one that is considered part time and will be used on an as needed basis.

All employees, regardless of classification are subject to the terms of the "At Will Employment" portion of this handbook.

Introductory Period

All new personnel will be placed on "Introductory Period" status for no less than 90 days. This period is designated as an opportunity for new employees to demonstrate that they can become familiar with and perform their duties in a satisfactory manner. At the end of the "Introductory Period", a decision will be made by the employee and the Pineapple Cove Classical Academy principal as to continuance based upon attendance, tardiness, professionalism, specific job performance, and the specific abilities of the employee in relation to the job description.

During the "Introductory Period", work performance will be informally evaluated by the Pineapple Cove Classical Academy principal, and any other direct supervisor the employee might have. A formal evaluation report will be prepared near the end of the "Introductory Period". All evaluation reports become part of the employee's permanent personnel file.

Introductory employees will be ineligible for all leaves discussed in this handbook and will also be ineligible for any stated benefits such as, but not limited to: holiday pay, vacation pay, sick pay, and similar benefits until the end of the first 30 days of employment. At the end of the first 90 days of employment, employees will be considered regular employees.

Nothing contained in this policy should be construed as changing or invalidation the "at-will basis" of employment at Pineapple Cove Classical Academy. This means that the employment relationship may be terminated at any time by either the employee, upon giving proper notice, or the company, for any reason that is not expressly prohibited by law. This termination of employment may take place during the "Introductory Period" at the close of the "Introductory Period" or any time thereafter.

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Training/Orientation

In your employee packet, you will receive information on training, orientation, and dress code.

Job Descriptions

You will be provided with a copy of your job description to be signed by you and your direct supervisor. A copy of this signed description will be placed in your personnel file.

Personnel Records

1. Important events related to employment with Pineapple Cove Classical Academy will be recorded and kept in the employee's personnel file. Agreements, change of status records, recommendations, and educational transcripts and attainment records are examples of records maintained as well as all forms required by state licensing.
2. The contents of an employee's personnel file are considered public record, with limited exceptions according to Florida Statute, by Pineapple Cove Classical Academy. All personnel records, including employee applications, evaluation report, and correspondence relating to the employees are secured in the business office of Pineapple Cove Classical Academy.
3. The employee, upon request to the principal, may individually inspect and review personnel records. This review is to be done in the presence of the principal. Employees have the right to copy any document that contains that employee's signature. Employees may not remove documents.
4. A partial duplicate file is kept on campus for licensing purposes.
5. Written documentation of employee's performance will be kept on file at the administrator's office.

All employees are required to notify the human resources department and complete the necessary paperwork in the event of name, address and telephone number change within ten (10) days of the change taking place.

Facilities and Property

It is understood that all rooms used by Pineapple Cove Classical Academy may also be used for other activities and programs and should be treated accordingly.

Equipment and furniture shall not be moved without informing the principal. It is important that the equipment is kept in good condition and free from lost pieces. Teachers are responsible for keeping their equipment clean and in good repair. If something is broken or needs repair, please inform the principal or designee.

Volunteers

Pineapple Cove Classical Academy welcomes volunteers of various capacities. Volunteers that will be working directly with children must sign in and out at the front desk and will be asked to provide a copy of their badge and/or driver's license through the Raptor program. All volunteers will be required to wear a Pineapple Cove Classical Academy badge while working on premises and shall not be left unsupervised with children without proper background and fingerprint screening. Volunteers may assist staff members with tasks that do not involve

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personal information of students (including, but not limited to, grading of papers, grade entry, student records, etc.). All curricular planning and copying of assessments are the responsibility of the classroom teacher. Volunteers are welcome in the classroom provided they are working with students directly. Volunteers handling paperwork or other administrative tasks may do so in the PTO work room or café.

Employee Personal Items

Pineapple Cove Classical Academy is not responsible for the loss, damage or theft of any personal items brought to or left at the school or on the premises. Employees are responsible for the security and care of their own materials, equipment, and personal items. Please keep purses/wallets locked up.

Master Calendar

The annual master calendar of Pineapple Cove Classical Academy is the key to eliminating any conflicts in scheduling and informing employees of news and information affecting employees. Employees must e-mail a request for a day off which will be reviewed and either approved or not approved by the principal. Day off requests should be turned in at least 2 weeks prior to the requested day. Substitute requests are handled through ReadySub. If the absence is an emergency due to illness of the employee or family member, a member of administration should be reached via cell phone as soon as possible. As a general rule, it is better to schedule a substitute if you are feeling sick. It is much easier to cancel a job than to find a substitute in the late morning.

Reimbursement of Employee Expenses

Pineapple Cove Classical Academy will reimburse employees for reasonable and legitimate job-related expenses incurred in the course of performing their required duties under the following conditions:

1. All expenses must be pre-approved by administration.
2. Expenses deemed unreasonable or excessive will not be paid or reimbursed and the employee will be personally responsible for payment.
3. It is the responsibility of the employee to turn in receipts in order to receive reimbursement.
4. Employees are encouraged to exercise discretion in incurring and suggesting expenses.

Use of Pineapple Cove Classical Academy Vehicles

Employees are only allowed to use Pineapple Cove Classical Academy vehicles for any type of transportation and to run official errands for the school. Pineapple Cove Classical Academy is not responsible for any actions of an employee who is using their own vehicle to run errands for the school and therefore does not encourage, authorize or permit employees to run any school errands in their own vehicle.

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Keys

Employees who are issued keys are expected to keep them in a secure area. Keys may not be copied, loaned, or otherwise misused. Electronic door codes shall be treated with confidentiality and not revealed to anyone other than current, authorized, Pineapple Cove Classical Academy employees with proper clearance approved by administration. All issued keys must be returned to administration at the time of separation of employment or at any time requested to do so by a superior.

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Compensation and Review

Employment Categories

Pineapple Cove Classical Academy pays its employees based on wage and/or salary ranges for positions according to the following categories:

1. Administration
2. Teacher
3. Assistant Teacher
4. Support Staff
5. Substitute

Wages and Salaries

Compensation of employees is set by the Governing Board and principal of Pineapple Cove Classical Academy.

Wages and salaries are based on the following:

1. Education
2. Experience
3. Position hired
4. Evaluations of employee's performance
5. Annual wage increase, if given

Overtime

Pineapple Cove Classical Academy does not normally utilize overtime hours and pay. However, any time employees are approved to work over their scheduled time on a given day, the work week will be adjusted accordingly so as not to exceed a 40-hour week.

The principal must authorize all schedule adjustments. If you have been asked by administration to work any time other than your scheduled time, you must have an administrator's signature on your time sheet. It is the employee's responsibility to make sure that the sheet is signed before the end of that particular pay period.

Payroll Deductions

Payroll deductions will be made according to the law, employment agreement, or upon request of the employee. Deductions may include but may not be limited to the following:

1. Federal and State Income Tax
2. FICA/Social Security Tax and Medicare
3. Premiums such as an employee's portion of Health Insurance or other if provided (required to receive this benefit)
4. Any fees due to the school or fees that were paid by the school and are required to be re-paid.
5. Fingerprint/Background screening fees.
6. Uniform Fees (if applicable)
7. Training

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8. Wage garnishments issued by authorized agencies/debt collectors.

Pay Periods

Pineapple Cove Classical Academy pay periods are bi-weekly. Pay checks are issued every other Friday. Direct deposit is required. Each employee will be provided an electronic log in for pay stubs. Pineapple Cove Classical Academy does not issue payroll advances on prospective or actual income before the regularly scheduled paydays covering the pay period.

Conferences

Pineapple Cove Classical Academy has an open-door policy. Principal, Assistant Principal, and/or staff conferences may be held to discuss any problems that are keeping a teacher from reaching desired objectives. A follow-up date may be set to review any progress and all documentation will be kept on file. This may be considered on the employee's next performance evaluation.

Performance Evaluations

Employees will be evaluated at the end of the "Introductory Period", and annually thereafter. Faculty will be evaluated using the Florida Consortium of Public Charter School's Teacher Evaluation Instrument. Staff and non-faculty positions will have a separate evaluation. Administrators will be evaluated by the Board. They may be conducted more often at the Principal's discretion. The evaluation is based upon work habits, work ability, efficiency, dependability, attitude, and related factors.

All evaluations are reviewed with the employee. Performance evaluations can be given at any time throughout the year. These evaluations will be used as a tool to help improve both our staff and school.

1. All Introductory Employees will receive a review at the end of their probation period. This review will contain a recommendation to have the employee put on regular status, remain on introductory employment status, or termination. The introductory period may be extended or reintroduced at the discretion of the principal.
2. Each staff member will receive an annual performance evaluation that will be developed in accordance with the requirements of the Student Success Act as they apply to charter schools. PCCA will utilize the Florida Consortium of Charter Schools' evaluation system.
3. This evaluation will be used for any pay increase consideration. **Pay increases do not necessarily accompany any yearly evaluations, however in the event there are going to be pay increases, they will be attached to the performance evaluation.**
4. Instructional employees who are not current in certification requirements, including ESOL and reading required professional development per statute, may not be able to achieve a highly effective rating on their final evaluation.
5. Employees are required to sign the written evaluation. Their signature acknowledges that the appraisal has been reviewed with them.
6. Refusal to sign the evaluation will not invalidate the review, and it will still be placed in the employee's file.

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7. The employee's comments will be attached to the appraisal and filed in the employee's personnel file and it will be placed in the employee's permanent file.
8. The employee may request a copy if they so desire.

Raises

Salary/Hourly pay increases will be based on the following:

1. The current wage being paid the employee in their current "Employment Classification".
2. Education received during the previous year. (i.e.: units earned at an accredited institution of higher education for successful completion of courses which directly relate to the field of education, training hours and/or CEUs received in the field and training in related fields (Must be documented and will be issued as a supplement to base pay).
3. Evaluations of the employee's performance utilizing the School's teacher evaluation system in accordance with the Student Success Act.
4. The position for which employee is being moved. This would include the demand for the position and the pre-established wage range for that specific position as set for that particular year. This could be an increase in pay or it could be a decrease.
5. Wage increases may follow on an annual basis if given.

Promotions

It is the policy of Pineapple Cove Classical Academy to promote from within whenever and wherever feasible. All promotional considerations shall be based on ability, efficiency, conduct, willingness to do the new job, attitude, and loyalty. It is the responsibility of each employee to make the principal aware of willingness and desire to seek to fill a new position. Annual or periodic evaluations are an excellent opportunity for this information to be shared. In all cases, positions will be filled by the individual whom the administrators believe is the most suited for the position.

Professional Memberships & Conferences

Given the unique nature of art, music, and physical education positions, PCCA will pay for memberships to associations that are required for student participation in statewide events or contests. PCCA may pay for conference registration fees with principal approval.

Transfers

Employees are eligible to transfer from one position, department and/or facility within the corporation if circumstances warrant such a change and if the employee is qualified. Transfers are arranged by the administration and are at the discretion of the administration.

Contract Payouts

As a courtesy to contract employees, PCCA pays teachers who work a 10-month contract over a 12-month pay cycle. This courtesy is available only to employees who complete the length of their contract. Employees who leave without completing the length of their contract are not eligible for any summer pay or perceived pay outs from time worked. Employees who

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transfer from a 10-month position to a 12-month position will be paid in a lump sum pay out prior to beginning the new position.

Florida Classroom Supply Assistance Funds

Pineapple Cove Classical Academy will provide Florida Classroom Supply Assistance Funds ("CASP") as required by the state of Florida. Teachers must complete all requirements associated with this program, including timely submission of receipts, in order to keep funds provided. When the program period ends, any unaccounted funds will be withdrawn from the employee's paycheck.

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Work Schedule Policy

It is vital that every employee be at their scheduled post at the time they are scheduled. This is to ensure that Pineapple Cove Classical Academy continually meet the guidelines for student safety.

Teacher Attendance

1. Student education and providing a safe and healthy environment for the children is the first concern of Pineapple Cove Classical Academy; therefore, teacher dependability becomes the most important tool the school has to meet this goal. Pineapple Cove Classical Academy's philosophy is to work together to plan ahead so that in addition to meeting the needs of the children, the administrators can also accommodate the needs of employees. It becomes easier to work together when employees anticipate their own absences in advance. The administrators of Pineapple Cove Classical Academy will commit to plan the work schedule in advance so that substitutes can be acquired in a timely manner for all interested parties. Likewise, it is vital to this system that all employees also plan ahead all absences.
2. Although most employees have a general idea of their normal working week, everything is subject to change. It is possible that an employee could be called on to work a different schedule from time to time to accommodate other employee's pre-arranged absences or other absences, or a school-wide event. All hourly employees are subject to the possibility of being scheduled any hours that the school is open and we appreciate each employee's flexibility.
3. Employees are required to be at their scheduled classroom at their scheduled time of arrival. If you have your own children to check in to a classroom or other matters to take care, please allow time to do so *before* your scheduled time.

Clocking In/Out Procedures

Hourly employees are required to clock in and out every day. All hourly employees are required to log all time in the Faculty/Staff Time Sheet book. If an hourly employee clocks in, but his/her shift does not start immediately, the time will be changed to reflect the correct time of the employee's shift to start. A principal signature is required if an employee is asked to clock in early or stay late for a shift. It is not acceptable to clock in or out for another employee. Falsifying a time record may be grounds for immediate dismissal. Failure to record time in the computer and Staff Time Sheet book may result in missed pay. Prompt arrival is essential for all employees to make efficient use of work time.

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Benefits

Health Insurance

Pineapple Cove Classical Academy offers health insurance to any full-time employee after 30 days of employment. A full-time employee is classified as working more than 30 hours weekly.

Holidays

Pineapple Cove Classical Academy follows the Brevard County school district calendar with regard to holidays, scheduled school breaks, and professional development days. Full time employees will be paid for the holidays listed as Paid Holidays on the BPS calendar. Part-time employees do not receive paid holidays or breaks. Full-time employees must be employed for 30 days to receive paid holiday pay.

Continuing Education

Continuous training and education is vital to the success of Pineapple Cove Classical Academy. To assist teachers with completing required in-service and education points for recertification, it is recommended that each staff member of Pineapple Cove Classical Academy complete 24 hours of in-service during the fiscal year, which is July 1st-June 30th of the given year. Teachers should also monitor their continuing education hours for Exceptional Student Education and English for Speakers of Other Languages and schedule training accordingly. One 3 or 4 credit college credit course in a pertinent subject area from an accredited postsecondary institution, subject to the discretion of the principal, will meet this recommendation.

Childcare Benefits

All employees will be eligible for a childcare benefit at a reduced rate for before and after care. This benefit will be considered on a “space available” basis and negotiated with each employee upon hire based on the needs of the family and program.

Categories of Employee Absences

All employee absences will fall into one of the following categories.

1. Vacation/Personal/Sick Time- Each full-time staff member is allowed 10 paid vacation/personal/sick days per school year. Five days are provided each July 1 and five days are provided January 1 for full-time, 12-month employees. Full-time, 10-month employees receive six paid days off per year. Administrators receive 12 days of PTO per year plus two weeks in the summer during school closures (normally the week of Memorial Day and July 4). **Paid days off for vacation purposes cannot be used within the first 30 days of employment.** These vacation and personal days do not have any cash out value. Employees may not receive two consecutive weeks of paid vacation time. Employees may only roll over a max of 40 hours per year and are capped at 120 hours on the books at any given time. Employees will not be paid for any earned but unused annual leave upon termination. PTO must be used for employee absences; unpaid time will only be granted if PTO has been exhausted.

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a. Blackout Dates- The first week of school, days before extended holidays, and the month of May are critically-important times in the life of a school. Vacation days will not be approved during these times unless submitted to the principal and approved as an exception.
b. Extended time off- No more than paid three vacation days (not including weekends) will be approved in a row. Any days taken in excess of three vacation days will go unpaid. Please plan extended vacations for already-existing time off (Spring Break, summer, Thanksgiving, and Winter Break). Any exceptions must be approved by the principal as an extenuating circumstance.

2. Unexcused Absence- Subject to specific disciplinary action
3. Pre-arranged Extended Leave- extended illness or pregnancy
4. Bereavement Leave- the death of an immediate family member

Maternity Leave

A leave of absence for a disability related to an employee's pregnancy, childbirth, or related medical condition may be granted. Full-time employees with one year of employment are eligible for maternity leave. Employees must submit a written request for maternity leave of absence without pay for the length of any pregnancy-related disability, up to a maximum of three (3) months.

Although Pineapple Cove Classical Academy is not able to guarantee reinstatement in all cases; employees otherwise qualifying for family or medical leave, as set forth below, who return to work at the end of an approved leave with a physician's written release verifying that the employee is able to safely perform their duties, will normally be returned to the same job they held prior to their leave. If the previous position is unavailable, a comparable position will be offered unless unavailable, due to business necessity. Employees are responsible for the employee's share of benefits during this time.

Bereavement

Full time employees will receive a paid leave of two (2) days in the event of a death of an immediate family member. These days are independent of an employee's 10-day allocation and do not require advanced notice. Members of the immediate family include spouse, children, parents, siblings, grandparents, and spouse's parents. Employees will be required to provide name of deceased and relationship when submitting leave requests.

Jury Duty

Full time employees will be granted a leave of absence to serve on jury duty, as required by law. Employees must notify their principal immediately upon receiving a summons for jury duty. A copy of the summons must be submitted.

Employees will be paid for jury duty if selected for service.

Military Leave

There is no paid military leave benefit, but Pineapple Cove Classical Academy will make every effort to re-employ military personnel upon return from service.

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Federal Family and Medical Leave Act of 1993 (FMLA)

In compliance with the Family and Medical Leave Act of 1993, employees who have been employed for at least twelve (12) months, and for at least 1,250 hours during the preceding twelve (12) month period, and at a work-site employing at least 50 employees within 75 miles, are eligible for unpaid family and medical leave for up twelve (12) weeks.

The employee will be required to provide advance leave notice and medical certification. Leave may be denied if requirements are not met.

- Under ordinary circumstances, the employee must provide thirty (30) days' notice when the leave is foreseeable.
- We may require a medical certification to support a request for leave because of a serious health condition. We may require a second or third opinion and a certified physician's statement to return to work.
- Benefits will not accrue during unpaid family leave. Existing health care benefits will continue while on leave at the employee's expense.

Reinstatement Following an Extended Leave Without Pay

Upon return from an extended leave without pay, employees may be reinstated according to applicable law. Employees will be reinstated in the following priority of reassignment:

1. First: prior position, if still available.
2. Second: a comparable position for which the employee is qualified, if available.

Leave Share

Leave sharing allows employees to donate annual leave to co-workers who need extended sick leave. Leave sharing is designed to benefit employees with chronic illnesses or serious injuries who have exhausted their other leave options. Employees who need leave donations should contact administration.

Inclement Weather

Pineapple Cove Classical Academy follows Brevard County Public Schools' recommendation for closing due to inclement weather. Consult the principal to learn which television stations to monitor or other methods that are currently used to ascertain if Pineapple Cove Classical Academy will be open or closed.

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Safety and Health

Occupational and Safety Health Administration (OSHA)

Pineapple Cove Classical Academy strives to provide safe working conditions for our employees and observes the safety laws of the state and federal governments including those established by the Occupational and Safety Health Administration (OSHA). No one will knowingly be required to work in any unsafe manner. Safety is every employee's responsibility, and all employees are expected to do everything reasonably necessary to keep Pineapple Cove Classical Academy a safe place to work. Employees who observe a safety hazard have a responsibility to report it to a member of administration.

Worker's Compensation and Employee Incident Reporting

In the case of a job-related accident to any employee, immediate notice should be given to the supervisor on duty and relayed to the principal. Failure to immediately notify a supervisor could result in the insurance company enacting the loss of worker's compensation payments as authorized by law. An incident report form should be filled out and should include the nature of the injury, how it happened, the time of day, witnesses, etc. Failure to do so may result in nullification of the worker's compensation benefit according to the rules of the specific worker's compensation policy and the state and federal laws which govern worker's compensation claims. Pineapple Cove Classical Academy maintains Worker's Compensation insurance for job-related accidents.

If you should have any questions regarding this policy or procedure, you should contact the principal.

The following policies and procedures are to be used when employees are out on worker's compensation:

- Employees who are on worker's compensation will be on an unpaid leave of absence.
- Employees must submit a doctor's certification, which states that they cannot work at all for a specific length of time.
- While an employee is on unpaid leave for worker's compensation, the employee may not use sick leave, personal leave, or vacation leave.
- The employee will not earn sick leave, personal leave, or vacation leave while on unpaid leave for worker's compensation.

Worker's Compensation Procedure

For Non-Emergency Injuries:

- Immediately inform your principal of an on-the-job injury or illness.
- If medical treatment is required, your director will immediately inform you of which medical facility you should go to.

For Emergency Injuries:

- You will be sent to the nearest hospital or emergency facility.

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Obtaining medical care without permission/authorization will be at the employee's own expense (Florida Statute 440.13 (2)(3)).

Workplace Violence

Pineapple Cove Classical Academy has a zero tolerance for workplace violence and threats. Employees must promptly report any threat of violence or physical act of violence to an administrator. Violations of this policy will result in disciplinary action up to and including termination of employment.

Harassment and/or Threats from Non-Employees

Pineapple Cove Classical Academy will not tolerate threats of violent acts against its employees in any form. Employees should contact the administration should such incidents occur.

Playground Safety

- Proper staffing must be on the playgrounds at all times during outdoor play.
- Know how many children are in your care at all times. Take attendance before taking them out, once you get out, and several times while you are out.
- Review playground safety rules with the children before you leave the classroom.
- Proper use of outdoor equipment must be adhered to.
- A staff person should be on the alert and standing by any danger zones (slides, swings, monkey bars, climbing equipment) when children are using such equipment.
- Never allow children to engage in any hazardous play of any kind. Use of redirection, distraction, praise and other positive techniques is recommended. It is mandatory that the teachers/aides interact with the children while supervising them on the playground. Sitting on the playground while children are at play is against Pineapple Cove Classical Academy's policy.
- At least one daily outdoor play period should be a teacher-directed activity.
- If a child is injured or becomes ill on the playground, you should call for someone else to watch your children while you call the front office.
- All teachers should have a walkie with them while at any outside activity.

Medication

All medication must be administered to children by the proper staff member in the front office. All medication must be in its original container with proper dosage and times to be administered. Over-the-counter medication is not permitted unless accompanied by a doctor's note. Medication shall not be kept in any classroom, and may not it be administered by an unauthorized person. All medication must be kept in the locked medical storage box and the box refrigerated, if necessary. Employees must keep all personal medications in a locked area, safe from student access.

Should an employee have any questions regarding medications, they should seek clarification from the director prior to administering medications.

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Fire and Safety Drills

Each employee should familiarize themselves with all fire evacuation routes and alternatives, which are posted in each room. Be aware of the location of all exit doors and alarm pull stations. Fire extinguishers are located in hallways and in the kitchen. Please familiarize yourself with their use and location. Should you see a fire, immediately pull down on the alarm pull box to activate the siren and to alert the authorities. When the alarm sounds, immediately stop what you are doing. Turn on your walkie to confirm that the fire drill is accurate by hearing the words "Evacuate, evacuate" on the walkie. Grab your emergency folder and collect personal belongings. Check all corners of your room, count your children, and escort them out of the building quietly and rapidly. Do not run. Shut the door to your classroom as you leave. Once outside, go to the furthest end of the designated evacuation area. One employee will be designated to check all bathrooms, storage areas, etc. Listen for instructions. When outside, take a quick attendance of your class. Hold up your green paper to signal that all students are accounted for. If you are missing students, hold up your red piece of paper to signal that assistance is needed. Hold up your white paper to signal that you have students from another class. When the "all clear" is announced, you may lead your class back into the building.

Accidents and Incidents

If a child is injured or hurt, the child should be sent to the clinic. Front office staff will assess the student and decide whether the child can be treated and returned to class or needs to go home. The front office will also contact the parent if necessary. Head injuries, injuries to the teeth or face, insect bites, and any major breakage of the skin should automatically be sent to the clinic for assessment.

Bathroom Procedures

Children must always be allowed to use restroom facilities when needed and appropriate. A bathroom for staff members is located on each floor of the facility. If classroom coverage is required for a teacher break, another teacher may cover the class. When another teacher is unavailable, call the front office for coverage.

Per F.S. 553.865(1), restrooms are designated for exclusive use by males or females. Instructional personnel or administrative personnel as those terms are described in s. 1012.01(2) and (3), respectively, for an educational institution, or the equivalent of such personnel for a private school, who willfully enter, for a purpose other than those listed in subsection (6), a restroom or changing facility designated for the opposite sex on the premises of the educational institution and refuse to depart when asked to do so by a person specified in subparagraph (a)1. or subparagraph (a)2. commit a violation of the Principles of Professional Conduct for the Education Profession and are subject to discipline pursuant to s. 1012.795.

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General Safety

All employees are expected to follow all safety procedures. Simply being aware of and reporting any potential hazardous conditions will help to avoid work-related injuries and accidents. Report and remove faulty equipment immediately. Be attentive to the following:

- Immediately clean up slippery floors, placing "wet floor" sign at the location until it is completely dry.
- Carefully handle sharp or hazardous objects (knives, broken glass, hot food, and hot appliances).
- Keep hallways and doorways free of obstructions.
- Keep stored food items covered and labeled.
- No earphones or ear buds shall be used while working for safety reasons; the only exception may be when in use for an online meeting.

In case of an EMERGENCY, accident, or illness the following procedures should be following:

- Call the principal and begin first aid immediately.
- If the situation warrants it, the director or a staff member must call 911.
- Refer to the first aid manual (located in the office) for proper management of accidental or emergency situations.

Some of the worst tragedies in childcare have occurred because the responsible teacher did not keep track of the children in his/her care. When transitioning students from one place to another, to playgrounds, field trips, to bathrooms it is absolutely essential to the safety of the children that the teachers count the students repeatedly. Counting should occur, but not be limited to the following:

- When lining up to leave the room.
- When in the hallway.
- When you arrive at your destination.
- When you line up to go inside.
- When you return to the classroom.

It is imperative that you never let a child leave with an adult that you don't recognize before speaking to a member of administration. If anyone other than the child's parent or authorized pick up tries to pick up a child, you must call a member of administration immediately to ensure that they have been cleared.

Marjory Stoneman Douglas Act Requirements

Campus Access

It is imperative that all staff adhere to required safety protocols, including those of the Marjory Stoneman Douglas School Safety Act. Failure to adhere to school safety policies can result in employee disciplinary action or termination. All entry codes for buildings are private and only for the use of active employees. All doors, roof access (accessible only to custodial staff and designated vendors), and gates should remain locked as appropriate. Should an

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employee have a safety concern regarding an unknown visitor or other school safety concern, they should immediate contact the school security officer or call 911. All interior and exterior doors shall remain locked at all times. School personnel shall not prop doors open or let visitors in behind them. All visitors and vendors much report to the front office for check in.

Calling 9-1-1

In the case of a police, fire, or medical emergency, the safest procedure is to call 9-1-1 using the following protocols:

- Have one person knowledgeable of first aid stay with the injured person to administer (where appropriate), Basic Life Saving (CPR, AED, etc.), while someone else calls 911.
- Designate someone (possibly the caller) to meet EMS at an appointed location.

During the call:

- Remain calm.
- Provide your name and the school's name and location. Provide the closest intersection of streets, and landmarks (e.g., next to City Green Park)
- Give them your cell and school phone numbers
- Describe the injury, symptoms, or situation in as much detail as possible
- Tell them what's been done so far
- Ask: "What should we do until you arrive?"
- Tell them where you will meet the EMS team so you can direct them to the injured party
- Have 911 repeat the information you gave—listen!
- Let them hang up
- If the situation changes significantly, (e.g., new symptoms), call 911 again if they're still in transit

Bomb Threats

Although bomb threats usually turn out to be hoaxes, they must always be taken seriously. It is important that reception/switchboard staff receiving the call know what questions to ask the caller so they may pass on as much information as possible to the Police.

First, stay calm. Let them finish the message without interruption. Try to record exactly what they say, especially any code word they might give.
Make a note of:

- The exact time of the call:
- The callers sex and approximate age
- Any accent the person has, or any distinguishing feature about their voice (eg speech impediment, state of drunkenness)
- Any distinguishable background noise

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When they have finished the message, try to ask as many of the following questions as you can, being cautious to avoid provoking the caller:

- Where is the bomb?
- What time is it due to go off?
- What does it look like?
- What will cause it to explode?
- Why are you doing this?
- What is your name?
- What is your address?
- What is your telephone number?

Report the call to the police and the Principal immediately. In the extremely unlikely event that there was a code word with the message, and the location of the bomb was given as a location other than the school, follow the same procedure – report the call immediately to the police, and then notify the Principal.

Suspicious Packages

The likelihood of a school receiving a postal bomb or suspected biological/ chemical package is very low; schools should however be aware of the immediate steps to be taken if they receive a suspicious package, or come into contact with a biological or chemical substance.

Postal bombs or biological/ chemical packages may display any of the following signs:

- Grease marks or oily stains on the envelope or wrapping
- An unusual odor including (but not restricted to) almonds, ammonia or marzipan
- Discoloration, crystals on surface or any powder-like residue on the envelope or wrapping (suspect biological/ chemical threat)
- Visible wiring or tin foil
- The envelope or package may feel very heavy for its size
- The weight distribution may be uneven
- Delivery by hand from an unknown source or posted from an unusual place
- If a package, it may have excessive wrapping
- There may be poor hand writing, spelling or typing
- It may be wrongly addressed, or come from an unexpected source
- No return address or postmark that does not match the return address
- There may be too many stamps for the weight of the package

If a **bomb** is suspected:

- Stay calm
- Put the letter/ package down gently and walk away from it
- Do not put the letter or package into anything (including water) and do not put anything on top of it
- Ask everyone to leave the area (including classes if necessary)
- Notify the police and Principal/ nominated deputy immediately
- Do not use mobile phones or sound the alarm using the break glass call points as this may activate the bomb.

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If you suspect that a letter or package may contain a **chemical or biological threat:**

- Stay calm
- Do not touch the package, leave it where it is
- Shut windows and doors in the room and leave the room, but keep yourself separate from others (to avoid contamination)
- Notify the Principal immediately
- Notify the police immediately on 911
- Ensure that any air conditioning system in the building has been turned off, and that all doors (including internal fire doors) and windows have been closed.
- Evacuate the building, keeping people away from the contaminated room as far as possible
- Keep all persons exposed to the material separate from others and available for medical attention
- Anyone experiencing symptoms of chemical exposure (eg streaming eyes, coughs and irritated skin) should seek medical attention immediately

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Personal Conduct & Responsibilities

As representatives of Pineapple Cove Classical Academy and as role models for those we serve, employees will at all times conduct themselves in a manner which will reflect positively on both Pineapple Cove Classical Academy and themselves, according to the accepted standards of the community we serve. As a teacher, it is important that you are completely familiar with the policies and procedures of the school. Parents must feel that we provide a caring environment in which their child can learn and feel loved. The teacher's relationship with the child is an important factor in Pineapple Cove Classical Academy's program. You have been selected as an employee because we believe you exhibit the personality and the ability to teach children while fostering the emotional and educational development of each child. Through the commitment and confidence of each employee, each child will have the opportunity to establish his/her individuality, experience success in the classroom, achieve competence in many areas of development, and experience the joy of learning.

- Be responsive to your students and to their parents, however, retain your poise at all times.
- All information regarding members of the school community (including children, parents, staff, student teachers, volunteers) is to be treated with strict confidence.
- Gossip should be avoided at all times.
- Show pride in your work. This should be demonstrated in the positive way in which you approach your daily responsibilities.
- Service to the children and to the public shall be courteous, considerate, and prompt. An employee is always an example!

Dress Code- Men and Women

The success of Pineapple Cove Classical Academy depends upon the level of professionalism exhibited by its' employees.

The Board expects all employees to dress and conduct themselves in a professional manner whenever conducting school business or wearing clothing or uniforms that identify them as employees of the School.

The School considers each employee's dress and demeanor to be an important factor in evaluating performance. When an employee is inappropriately dressed or does not meet the requirements of this policy, the School reserves the right to send the employee home to change. Employees paid on an hourly basis will not be compensated for any work time missed because of failure to comply with designated School standards.

This policy applies to all employees—not just teachers. Only designated personnel who wear uniforms are exempt from this policy. Uniforms should be clean and pressed at the start of each day.

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- Only PE teachers and coaches are permitted to wear jogging type suits and professional shorts. Shorts must fall no higher than two inches above the knee. They should dress in professional attire on parent conference days, back-to-school nights, and other occasions when not teaching/coaching.
- Jeans and jean-like pants of any color are not acceptable at any time, except on designated days (i.e. appropriate field trips). When worn, jeans must be professional without rips or tears.
- Jackets worn as part of business dress must be professional; denim and hoodies are inappropriate.
- No tee-shirts will be acceptable at any time except on designated days (e.g., a "spirit" day).
- Shorts are not permitted except during after-school sporting events or practice.
- Only PE teachers may wear athletic shoes on a regular basis. However, if they are appropriate for specific school activities (e.g., field day, field trip), athletic shoes may be approved. Athletic shoes may be allowed on the playground and during other times when regular dress shoes may be a hazard. If an employee has a health condition that requires athletic shoes, please consult the principal.
- The school nurse will be permitted to wear scrubs or appropriate medical attire.
- Professional 'work style' shoes are expected.
- Hair should be kept neat and clean; it should not impair vision nor be a distraction.
- Tattoos should be covered at all times. Pre-existing tattoos must be discrete: not offensive, not distracting. No nose rings are permitted.
- Hats or other non-religious headgear are not to be worn inside.
- Excessively tight, clinging, or form-fitting clothing is not permitted. This includes any type of leggings being worn as a pant. Leggings may only be worn under a dress that could otherwise be worn without leggings in an appropriate manner.
- Good personal hygiene is required at all times. This includes wearing neat, clean clothing.
- Strong/offensive body odors or excessive use of perfumes, cologne, or essential oils are inappropriate.

Appropriate dress for women

- Dresses and skirts cannot be higher than the top of the knee.
- Low cut, revealing blouses, see-through/sheer clothing, off-the-shoulder tops, spaghetti straps/halters, tank tops or clothing which reveals the midriff are not permitted. No décolletage.
- Earrings are the only visible piercing allowed; they should be appropriate and non- distracting.
- Shoes should be professional and have a back.
- No flip-flop style shoes (strap between the toes with an open back);
- No beach and/or shower shoes with rubber or plastic on the bottom;
- No Croc-style, 'slides' or open-backed clogs.

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Appropriate dress for men

- During the school year, male faculty and staff members will wear a collared, button-up shirt and a tie.
- Suits, blazers, and sports jackets are optional.
- Shirts should be tucked in at all times.
- Ties should always be worn when making a formal presentation to an audience (e.g. to parents or at a professional conference).
- Facial hair should be kept neatly trimmed and clean.

Media Inquiries

Inquiries from newspaper, radio, televisions station, internet, and other sources of public information must be immediately referred to administration. Faculty and staff are not permitted to comment to media on the School's behalf.

Tardiness

Tardiness can create chaos in the teaching environment. This is the reason that tardiness is considered equal to an unexcused absence in most cases. Employees are expected to notify Pineapple Cove Classical Academy at least fifteen (15) minutes prior to being late.

Job Abandonment

If an employee not on an approved leave of absence is not at work for a period of three working days and does not notify a supervisor, Pineapple Cove Classical Academy will assume the employee has voluntarily abandoned the job and has terminated employment with Pineapple Cove Classical Academy. Employees who abandon their job will be paid their final pay period at minimum wage.

Solicitation/Distribution

Employees are not permitted to solicit for any purpose during their working time due to the fact that solicitation not only causes an employee to neglect their own work, but also interferes with the work of others.

Cellular Phone Policy

Cell phone use is not permitted while teachers and staff are in the presence of students. This includes texting. Exceptions for emergencies will be allowed only with the approval of Pineapple Cove Classical Academy administration. Teachers and staff are not permitted to text message parents regarding school business.

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Personal Phone Call Policy

Personal phone calls may be taken if an emergency exists. Messages for all other calls will be taken and given to employees as soon as possible. Nonemergency calls will not be forwarded to the classroom during teaching hours.

Social Media

This social media policy applies to all PCCA employees, teachers, students, Board Members and auxiliary personnel. This policy covers all social media and media platforms, social networks, blogs, photo sharing, wikis, online forums and video sharing.

-Personal Responsibility

- Pineapple Cove Classical Academy employees are personally responsible for the hosted content they publish online. Be mindful that what you publish on social media channels will be public for a long time— protect your privacy.

- When posting online, please remember that you are an employee of the Pineapple Cove Classical Academy and representative of your colleagues, students, parents and the school community. Your online behavior should reflect the same standards of honesty, respect and consideration that you use face-to-face.

- Blogs, wikis, and podcasts are an extension of your classroom and considered official content. What is inappropriate in the classroom should be deemed inappropriate online.

- Do not post photos or movies of fellow employees without their permission. Do not use photos or movies taken at school without permission. Do not post photos or movies that contain students without parental consent.

- There are many websites that allow users to share personally created movies. You are responsible for all you do, say, and post online including videos. Anything posted online should represent you in a professional manner as others will see you as connected to PCCA. It disrupts learning when teachers, employees and staff post videos with questionable content.

- When posting online be sure not to post confidential student information.

- Cyberbullying is not to be tolerated. Any incidence of cyberbullying should be reported to the school Principal immediately. All cyberbullying incidents are to be taken seriously.

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-Personal use of social networking site, including Facebook, Twitter and Instagram

- Pineapple Cove Classical Academy staff and employees are personally responsible for all comments/information and hosted content they publish online. Be mindful that things such as Tweets and Status Updates will be visible and public for a long time.

- By posting comments, having online conversations, etc. on social media sites you are broadcasting to the world, be aware that even with the strictest privacy settings, what you 'say' online should be within the bounds of professional discretion. Comments expressed via social networking pages under the impression of a 'private conversation' my still end up being shared into a more public domain, even with privacy settings on maximum.

- Comments related to PCCA, its employees, staff and/events related to PCCA, should always meet the highest standards of professional discretion. When posting, even on the strictest settings, staff should act on the assumption that all postings are in the public domain.

- Before posting photographs and videos, permission should be sought from the subject where possible. This is especially the case where photographs of professional colleagues are concerned.

- Before posting personal photographs, thought should be given as to whether the images reflect on your professionalism. Photographs relating to alcohol or tobacco use may be deemed inappropriate. Remember, your social networking site is an extension of your personality, and an extension of your professional life and classroom. If it would seem inappropriate to put a certain photograph on the wall, then it should be considered inappropriate to post online.

- Microblogging (Twitter, Facebook, Tumblr, Instagram, etc.) comments made using such media are not protected by privacy settings. Employees should be aware of the public and widespread nature of such media and refrain from any comment and/or #hashtags that could be deemed unprofessional.

- #(Hashtags) that tag students and provide personal financial gain are prohibited. PCCA students are not to be used as promotional audiences.

PCCA employees are not permitted to solicit or accept "Friend" Requests from enrolled PCCA students on any personal Social Media Account. This includes student's accounts and PCCA employee personal accounts. PCCA employees are not permitted to encourage students (K-12) enrolled at PCCA to create Social Media Accounts of any kind.

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-Staff-Student Relations

- Employees are prohibited from establishing personal relationships with students that are unprofessional and thereby inappropriate. Examples of unprofessional relationships include, but are not limited to: employees fraternizing or communicating with students as if employees and students were peers such as writing personal letters or emails; "texting" students; calling students on cell phones or allowing students to make personal calls to them unrelated to homework or class work; sending inappropriate pictures to students; discussing or revealing to students personal matters about their private lives or inviting students to do the same (other than professional counseling by a school counselor); and engaging in sexualized dialogue, whether in person, by phone, via the Internet or in writing.

- Employees who post information on Facebook, Twitter or other similar websites that include inappropriate personal information such as, but not limited to: provocative photographs, sexually explicit messages, use of alcohol, drugs or anything students are prohibited from doing must understand that if students, parents or other employees obtain access to such information, their case will be investigated by school and district officials and if warranted, will be disciplined up to and including termination, depending on the severity of the offense, and may have their case forwarded to the appropriate state department for review and possible further sanctions.

-Email

- All electronic or any other communications by employees to students or parents at any time, from any email system, shall be expected to be professional, acceptable in content to any reasonable person, and limited to information that is school-related or is acceptable to both student and parent. Email between employees, students and parents shall be done through the school provided email application. Email must conform to school email policies.

When an employee accesses the internet using school network services, there is no expectation of privacy on behalf of the employee; the employer is legally permitted to monitor any school-provided device, network, or service.

Gossip/Confidentiality

Gossip breaks the law. Federal regulations mandate confidentiality when individuals deal with other individuals in a service organization (the Privacy Law). Disclosing any information, sharing information with other who should not be privy to that information, talking about someone else's problems with people who cannot do anything about those problems or who have no business knowing about those problems, is a violation of the federal law.

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Conduct with Clients/Non-Compete

Our staff members are required to keep all relationships with the parents on a professional basis only (i.e. no dating, flirting with, or gossiping about the clients/parents, etc.) Anyone conducting a relationship with a client in a non-professional manner will be subject to discipline and possible dismissal. In order to maintain a professional relationship between staff and families, Pineapple Cove Classical Academy employees are not permitted to seek employment via a parent or family enrolled at the school while still employed at the school.

Additionally, contracts for teachers include a clause that the employee is not in violation of any non-compete clauses from other organizations when entering employment with Pineapple Cove Classical Academy. It is the employee's responsibility to verify the status of any non-compete clauses.

Harassment

Pineapple Cove Classical Academy is committed to providing a work environment that is free of harassment of any type, including harassment due to race, color, disability, age, gender, religion, or national origin. Sexual harassment of or by employees or students is a form of gender discrimination in that it constitutes differential treatment on the basis of gender. Harassment is against the law and will not be tolerated.

Pineapple Cove Classical Academy's no harassment policy includes sexual harassment. This policy prohibits behavior that is not welcomed by the employee and is personally offensive:

1. Repeated sexual flirtations, advances, or propositions.
2. Continued or repeated verbal abuse of a sexual nature, sexually related comments and jokes, graphic or degrading comments about an employee's appearance, or the display of sexually suggestive objects or pictures.
3. Any uninvited physical contact or touching, such as patting, hugging, pinching, kissing, or intended brushing against another's body.

Pineapple Cove Classical Academy's prohibition on harassment extends not only to that by employees, but also by non-employees such as vendors, suppliers, parents, and visitors to any Pineapple Cove Classical Academy premises. Pineapple Cove Classical Academy employees are entitled to work in an atmosphere free of harassment from any source.

Any employee who observes harassment or believes they have been harassed should immediately report the matter to administration and file and employee grievance/appeal form.

Pineapple Cove Classical Academy considers sexual harassment to be a major offense which can result in disciplinary action to the offending employee.

Drug, Alcohol, and Smoking Policy

Pineapple Cove Classical Academy is committed to maintaining a healthy, efficient working environment for its employees and a safe, friendly place for children.

Our policy is to employ a work force free from alcohol abuse or the use of illegal drugs. Any employee who violates this policy will be disciplined. This may include suspension and/or termination.

The non-prescription use, sale, possession, distribution, manufacture, or transfer of illegal or controlled substances on Pineapple Cove Classical Academy premises or elsewhere during work

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hours or during non-working time is strictly prohibited. An illegal drug is any drug which is not legally obtainable or which is legally obtainable but has not been legally obtained. The definition includes prescribed drugs not legally obtained and prescribed drugs not being used for prescribed purposes.

Employees convicted under any federal or state criminal drug statue, employees must notify the principal within five (5) days. This will be grounds for termination.

Pineapple Cove Classical Academy prohibits employees from being "under the influence" of alcohol or drugs while performing business. Employees may not consume alcoholic beverages or take illegal drugs on our premises. Employees may not report to work under the influence of drugs or alcohol. Medical marijuana is an illegal substance at the federal level. As PCCA receives federal grants, medical marijuana, **even with a prescription,** is not permitted and is grounds for termination.

Smoking is always prohibited on Pineapple Cove Classical Academy property or while performing work duties. At no time should a child or parent of Pineapple Cove Classical Academy observe an employee smoking on premises or in a uniform shirt.

Self-Reporting

Under Florida Senate Bill 1374, passed in 2025, anything greater in severity than a minor traffic violation must be reported to the school principal within 48 hours of final judgment.

Firearms, Knives, and other Weapons

Employees are prohibited from carrying any type of weapon on Pineapple Cove Classical Academy property including keeping it in a desk, file or any areas of the building and grounds or in their personal possession while representing Pineapple Cove Classical Academy. A permit to own a firearm or any other weapon will not override this policy.

Dual Employment

If you should find it necessary to seek additional outside employment, this employment must not conflict in any way with the responsibilities and duties of your position with Pineapple Cove Classical Academy. You are required to check with administration before taking on additional employment. It will be up to the discretion of Pineapple Cove Classical Academy to accept or deny your secondary position.

Teacher's Responsibilities

Each employee has their own job description which is outline on our job description forms. This form will show you your essential functions, as well as duties and responsibilities. However, it is imperative that you understand the importance of the following:

- Lesson plans- It is required that each teacher completes lesson plans for each week. Planning is essential to a well-disciplined, functional classroom. Take the time to prepare the lessons in advance. Being prepared and knowing what and how you will teach your children will not only be beneficial to you but will provide each child with a quality learning experience. All lesson plans must state the objective for each activity as

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well as standards met and documentation of accommodations for ESE and ESOL students.

- Good Housekeeping- Good work habits are a neat and organized place to work are essential for job safety and efficiency. You are expected to keep your place of work organized and all materials in good order at all times. Report anything that needs repair or replacement to your principal.
- Parent Communication- Teachers are expected to communicate regularly with parents via e-mail, through scheduled conferences, and via official school communications such as report cards and interim reports. Each grade level is expected to produce a monthly newsletter with curriculum highlights, upcoming events, and items of parent interest. In addition, teachers are expected to send a weekly email to parents summarizing the week's events and highlighting important dates for the upcoming week. Administration should be copied on such communication to parents.
- Classroom expectations- While observing classrooms, the administration of Pineapple Cove Classical Academy expects an ordered classroom of engaged students who are learning with a purpose. We expect teachers to stay true to the mission of our school while implementing the curriculum with fidelity.
- School Involvement- Teachers are asked to be a part of our school community. This includes participation in school events, such as Registration Days, PTO events, and other evening/weekend events. PCCA expects that teachers will attend a minimum of two events throughout the school year.
- Grading and Lesson Planning: Lesson plans should be complete and available in Planbook the Thursday prior to the beginning of the week. Attachments should be properly linked in a Google Drive folder with administrative access. Students should be notified of upcoming tests at least 4 school days prior to the assessment and two school days prior to quizzes. Assessments and quizzes should be posted on board (K-12) and in emails K-6. Grades shall be entered into FOCUS 4-5 days after the assignment is completed.

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Standards of Conduct

Policies are necessary for the orderly and efficient operation of Pineapple Cove Classical Academy. Each employee has an obligation to observe and follow the company's policies and procedures and to maintain proper standards and conduct at all times. If an individual's behavior interferes with the orderly and efficient operation of the school, corrective disciplinary action will be taken. Disciplinary action may include a verbal warning, written warning, suspension without pay, and termination. It is not possible to provide a complete list of every standard. The following are examples and has no contractual significance. Employees who do not comply may be subject to disciplinary action up to, and including termination:

- Any employee who verbally or physically abuses a child or knowingly permits a child to be placed in a situation which could result in physical harm or danger to the child is subject to immediate dismissal.
- Abandonment of position
- Abuse of position
- Abuse of sick leave
- Blatant misconduct
- Clocking in or out for another person or knowingly allowing another person to clock in or out for you
- Unbecoming conduct
- Dishonesty
- Disrespect for co-workers, visitors or other members of the public
- Divulging confidential information
- Excessive absenteeism
- Excessive tardiness
- Failure to complete required reports
- Fighting/Assault
- Insubordination
- Leaving work station and/or children alone
- Not receiving the required in-service training/lack of certification
- Physical Harassment
- Poor performance
- Possession, use or sale of alcohol or controlled substances
- Sexual harassment
- Smoking in building/school property
- Theft or attempted theft or unauthorized taking of company property
- Threatening, abusive or offensive language/Verbal assault
- Unauthorized use of Pineapple Cove Classical Academy's name or address for personal use
- Any possession of a weapon on the school grounds
- Violation of Pineapple Cove Classical Academy's rules, regulation, policies and procedures

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- Violation of state and federal rules and regulations regarding public education
- Pineapple Cove Classical Academy reserves the right to impose other rules or take any other disciplinary action it deems appropriate or necessary

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Disciplinary Action and Termination of Employment

Progressive Disciplinary Plan

Staff members are subject to a 4-step disciplinary plan.

Step 1- The first time a staff member is in violation of school employee policy; the staff member will receive a **verbal warning**.

Step 2- The second time a staff member is in violation of school employee policy; the staff member will receive a **written warning**.

Step 3- The third time a staff member is in violation of school employee policy; the staff member will be receive a **3-day unpaid suspension**.

Step 4- The fourth time a staff member is in violation of school employee policy; the staff member will be **terminated** effective immediately.

Causes for Termination

Any or all violations of the policies and procedures listed in this manual of the center shall constitute sufficient grounds for termination.

Employees should consider their employment as on an "at will" basis. Employees may be terminated for any reason and at any time.

In arriving at the decision to terminate employment Pineapple Cove Classical Academy will consider the seriousness of any infraction, past record of the employee and the circumstances surrounding any incident.

Resignations

In the event an employee decided to terminate employment with Pineapple Cove Classical Academy we ask that a resignation letter be submitted to administration a minimum of two (2) weeks prior to the intended leave date. This is so that we have adequate time to fill the vacated position. A decision to resign should be kept confidential and not shared with employees, clients, customers or parents until the decision has been confirmed with the resignation form and has been accepted by a member of administration. Failure to keep this of a confidential nature may result in immediate discharge and shall constitute grounds for payment of minimum wage. Employees will not be paid for vacation or sick time taken after a letter of resignation has been submitted to the Employer.

The employee's final paycheck will be paid in the regular pay periods of Pineapple Cove Classical Academy. It is the employee's responsibility to pick up their check on the appropriate date.

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Pineapple Cove Classical Academy reserves the right to edit or adapt the policies in this handbook as the needs arise. The school will make all changes and additions available at the time these changes are made. Employees will be notified of these changes through the normal written communication system of the center at the time they are made effective.

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Acknowledgement Page

Name: _____

As an employee of Pineapple Cove Classical Academy, I acknowledge receipt and understanding of the PCCA Employee Handbook. I understand that as an employee, I am beholden to the policies and procedures in this handbook.

Signature: _____ Date: _____

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Sample Student

Pineapple Cove Classical Academy at West Melbourne | Enrollment Year: 2025-2026

App# | Student #: | Grade Applying: | Submitted Date:

1. Student Information

First Name	
Middle Name	
Last Name	
Birthdate	
Home Address	
Home Address 2	
Home Address City	
Home Address State	
Home Address Zip Code	
Gender	
Ethnicity	
Does your child currently attend a Brevard Public School or public charter school?	
School Currently Enrolled	
Current Grade	
Grade Applying	
Is this student the child of an active military parent or legal guardian?	
Is this student currently enrolled in a partner VPK program?	
If answered "yes" above, please provide the VPK program:	
Is this student currently enrolled in an eligible [illegible] classical school and wishing to transfer to PCCA?	

2. Guardian Information

Mother/Guardian

First Name	
Last Name	
Address	
Address 2	
Address City	
Address State	
Address Zip Code	
Is any parent/guardian currently an employee at Pineapple Cove Classical Academy?	
Home Phone	
Email	

Father/Guardian

First Name	

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Last Name	
Mobile Phone	
Email	

3. School Selection

Program 1	
School Name:	Pineapple Cove Classical Academy at Palm Bay
School Address:	6162 Minton Road
Program:	Pineapple Cove Classical Academy at Palm Bay
Category:	Pineapple Cove Classical Academy
Program 2	
School Name:	Pineapple Cove Classical Academy at West Melbourne
School Address:	3455 Norfolk Pkwy
Program:	Pineapple Cove Classical Academy at West Melbourne
Category:	Pineapple Cove Classical Academy
Program 3	
School Name:	Pineapple Cove Classical Academy at Lockmar
School Address:	720 Emerson Dr NE
Program:	Pineapple Cove Classical Academy at Lockmar
Category:	Pineapple Cove Classical Academy

4. Siblings

If applying for multiple new students, do you want sibling priority applied IF you accept placement for one student	

5. Authorization Agreement and Release Form Fields Form Fields

Hillsdale College, a Michigan nonprofit corporation, is a liberal arts college dedicated to academic excellence and institutional independence. Hillsdale College through its Barney Charter School Initiative provides assistance to selected charter schools such as Pineapple Cove Classical Academy ("School") to teach students in the best classical and civic traditions. Hillsdale College and its collaborators may conduct oral interviews, photograph or film, collect documents and other tangible and electronic objects, host events, create educational materials and news articles, and create workproduct and merchandise (such as books and video) for sale or distribution (collectively, "Materials"). Some of these Materials may include images or other recordings of the individual named below ("Student").

By signing this Authorization Agreement and Release ("Agreement"), Student agrees to allow Hillsdale College to use the Materials in connection with its nonprofit mission (the "Mission"), including, without limitation, preparation of a brochure to be used in fund-raising for the Barney Charter School Initiative.

- Hillsdale College may record Student's statements, image, voice, comments, and actions ("Likeness").
- Hillsdale College may use the recordings and Materials and in any lawful manner relating to its Mission. The recordings may become a permanent part of Hillsdale College's collections and will be made available to educate students or to encourage donors to give to Hillsdale College. The Materials are the property of Hillsdale College and Student waives any claim to rights in the Materials.
- This permission is for all media now known or later developed, worldwide, royalty-free, and in perpetuity. It is for the benefit of Hillsdale College, its licensees, successors, and assigns.
- Student releases Hillsdale College from any liability (and agrees not to sue Hillsdale College) for its use of Student's Likeness as described in this Agreement or otherwise permitted by law.
- Student is over the age of eighteen (18). IN Student is not 18 years of age, the undersigned is the parent or legal guardian of the Student and the parent or legal guardian represents that he/she has the legal authority to sign this Agreement on behalf of the Student.
- School consents to (and releases Hillsdale College from any liability from) Hillsdale College's visit to the School, Hillsdale College's collection of Materials at the School, and Hillsdale College's use of the Materials as provided in this Agreement.
- This Agreement is governed by the laws of the State of Michigan. It is the entire agreement between Student and Hillsdale College.
- School has not been promised anything in exchange for this Agreement.

Policy Agreement	I give permission for my student's likeness to be used in accordance with the above policy.

SAMPLE

Parent Signature	

6. Student Transportation Addendum Form Fields

According to Florida Statute 1002.33 (20)(c), charter schools are required to contract with the local school board, a private company, or parents to transport students to the charter school. Pineapple Cove Classical Academy chooses to meet this statutory requirement by contracting with parents to transport students to and from school. Students who arrive after the start of the school day are considered tardy.

Please sign below as an acknowledgement of Pineapple Cove Classical Academy's transportation contract.

Parent/Guardian Signature

7. PCCA Handbook Agreement

SAMPLE

Discipline Policy

The activity of learning requires students to be attentive and polite. Students are expected to adhere to the school's high expectations for behavior and core virtues lest they compromise their own learning and interfere with the learning of others. Minor infractions or disruptions will largely be handled in the classroom in a way suitable to the age of the student. Whenever a student misbehaves repeatedly or flagrantly, the consequences for the infraction will be immediate, relevant, and effectual. Rather than allow misbehavior to fester in the classroom, teachers will send disruptive students to the office, normally to the Assistant Principal. In accordance with this policy, Pineapple Cove Classical Academy has adopted the following procedure for disruptive behavior that requires an office referral: The teacher issues the student a Discipline Referral Form and the student is required to visit the Assistant Principal. The following actions will be taken according to the number of referrals. Referrals are cumulative throughout the school year.

- First infraction: Student removed from class, sees Assistant Principal or designee. Consequences will be levied in accordance with the School Board discipline plan. Parents must sign Discipline Referral Form, and the student must return it to the Assistant Principal.
- Second: Student removed from class, sees the Assistant Principal, and they call a parent. Consequences will be levied in accordance with the School Board discipline plan. Again, the Discipline Referral Form must be signed and returned.
- Third: Student removed from class, sees Assistant Principal, calls home, leaves that day, and may not return without parent meeting with administration, as scheduled by the Assistant Principal.
- Fourth: Automatic two-day suspension for each referral after this point. Students who have been suspended will not be on the honor roll for that quarter. Students may be suspended for reasons other than receiving the fourth Discipline Referral Form, as outlined by Brevard Schools' Zero Tolerance Policy.

Students' misbehavior will not be used to "teach" the class a lesson. At no time will a student's disciplinary record be discussed with another student or parent. However, other students or parents may be consulted regarding an incident in order to discern the truth.

Uniform Policy

At Pineapple Cove Classical Academy, students wear uniforms to eliminate distractions, to level the playing field, and to remind ourselves that we are doing important work. The spirit of the uniform policy is that students will dress and groom themselves in a manner that it is traditional, not obstructive, and not distracting. Students must be in uniform in order to attend class. Students not in uniform will be sent to the office and must call a parent or guardian. Parents will either bring acceptable attire, or students will be sent home. These absences are not excused. **Lands' End is our exclusive uniform provider. All uniform pieces must be purchased through this vendor.**

Expectations for Parents

First and foremost, we ask for your good will. When your son or daughter faces difficulties—PCCA is a challenging school, and so this can happen—do not assume the student cannot rise to meet it or requires your involvement. Work with the school; refrain from assumptions that assign blame or find fault. You are always welcome to inquire with us, and we are happy to answer, but problems are normally resolved when adversarial postures are set aside. Airing concerns on social media is often counterproductive and rarely is a problem solved through this manner. It is difficult for us to address problems that have not been presented through the chain of command outlined in our handbook.

We must also be civil with one another on all occasions. We are on a joint undertaking, and disagreements might arise. If they do, talk with us without hostility. As we expect of our scholars, all adults with maintain the highest expectations with regard to our school virtues, including courtesy. We will work with you toward resolution. When you contact us about these things, please know that we will get back to you promptly, but that does not necessarily mean immediately. Education is a complicated business, and we have a large student population that requires ample attention. We will reply as soon as we are able.

Finally, we request that you allow your son or daughter the opportunity to overcome difficulties. Part of a student's growth—one of the most important parts, in fact—comes from persisting in the face of obstacles. Too often does more harm than good when parents take it upon themselves to eliminate obstacles for their students. These are our requests. By sending your son or daughter here, you agree to them, just as we agree to care for our students when we accept them.

We believe parents own the fundamental responsibility for their children's education and that the school's role should be viewed as a supportive one. The school expects parents to:

- Model good character and insist that their children cultivate good habits and virtues;
- Help their children develop effective study skills;
- Read to their children, especially those in the early grades;
- Oversee regular reading and writing and mathematics skill development;
- Stimulate discussion and exploration of ideas and events with students;
- Support the school goals through familiarity with the Handbook and parts of the website devoted to the mission and philosophy of the school, homework review, getting children to school on time, and holding high expectations and aspirations that contribute positively to the student's success.

Volunteer Hours

In order to support the mission and success of Pineapple Cove Classical Academy, each family is required to donate 1 0 hours of volunteer time to the school each school year. Volunteer hours will be tracked through the Raptor volunteer system. Families who do not complete their required hours each year may relinquish their child's seat at PCCA.

Attendance

Regular attendance is important to ensure achievement in school. We discourage vacations and trips taken during the school year. We also discourage doctors' and other appointments when avoidable during school hours. Repeated tardies and checkouts are highly discouraged to minimize classroom disruption.

I have read the PCCA Family Handbook and agree to all policies and procedures described, including those highlighted above. I understand that failure to abide by these rules, as well as those outlined in the handbook, may result in forfeiture of my child's enrollment at PCCA.

Parent/Guardian Signature

SAMPLE

8. Liability Release Form

Name of Business or Organization: Pineapple Cove Classical Academy (PCCA)

Activity or Event: Student Walking or Riding Bicycle to School

I understand that participation in the above Activity or Event may be hazardous for the above-named participant. PCCA does not employ crossing guards nor does it have established sidewalks for walking or biking.

In signing below, I assume risk of harm or injury which may occur to the participant as a result of participating in the above-named event or activity. I hereby release Pineapple Cove Classical Academy and its officers, employees, or agents from any liability, costs and damages resulting from this individual's participation.

If the participant is a minor:

I agree that the minor has my consent to participate in the event or activity.

I also give my consent for the business or organization to seek emergency treatment for the minor if necessary, and I agree to accept financial responsibility for the costs related to this emergency treatment.

Consent

Signature

9. Health Services Opt Out Form

Please check below indicating which health services you DO NOT wish to have available to your scholar. Select NONE if you would like all of these services available.

10. Signatures

Knowingly making any false statement on this application shall void acceptance. Any information determined to be false upon or after enrollment may be grounds for immediate dismissal from Pineapple Cove Classical Academy.

The making of a false statement under the oath on this application may subject the maker to criminal penalties under the laws of the state of Florida.

If your child is selected in the lottery, placement is not guaranteed in a specific grade, class, or with a specific teacher.

Promotion and retention decisions made by other Brevard Public Schools will largely be honored by PCCA when placing students in appropriate grade levels.

All requested information is kept confidential and will be used by the school for informational purposes only.

Parents and guardians hereby agree to abide by all policies and procedures. Parents are an important part of the Classical liberal arts program at Pineapple Cove Classical Academy; therefore, participation and a commitment to support Pineapple Cove Classical Academy's charter and mission is essential.

This is NOT a registration form. Submitting an application does not imply or secure enrollment.

Non-Discrimination Statement

Pineapple Cove Classical Academy is a coeducational school enrolling and providing education to children without regard to gender, race, nationality, ethnic origin or religious beliefs.

Parent/Guardian Signature

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27 (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

Revenue Estimate Worksheet for Pineapple Cove Classical Academy at Brooksville Charter School

Based on the 2024-25 FEFP Second Calculation

School District: Hernando

1A. 2024-25 FEFP State and Local Funding

Base Student Allocation	$5,330.98	Comparable Wage Factor	1.0000
		Small District Factor	1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2023-24 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	281	1.118	314.1580	$ 1,674,770
111 Basic K-3 with ESE Services	55	1.118	61.4900	$ 327,802
102 Basic 4-8	205	1.000	205.0000	$ 1,092,851
112 Basic 4-8 with ESE Services	41	1.000	41.0000	$ 218,570
103 Basic 9-12	0	0.978	0.0000	$ -
113 Basic 9-12 with ESE Services	0	0.978	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*	0	3.697	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*	0	3.697	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*	0	3.697	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*	0	5.992	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*	0	5.992	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*	0	5.992	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	4	1.192	4.7680	$ 25,418
130 ESOL *(Grade Level 4-8)*	3	1.192	3.5760	$ 19,064
130 ESOL *(Grade Level 9-12)*	0	1.192	0.0000	$ -
300 Career Education *(Grades 9-12)*	0	1.079	0.0000	$ -
Totals	589.00		629.9920	$ 3,358,475

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE *Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.*	3-24 Base Funding (WFTE x BSA x CWF x SDF)
Advanced Placement	0	$ -
International Baccalaureate	0	$ -
Advanced International Certificate	0	$ -
Industry Certified Career Education	0	$ -
Early High School Graduation	0	$ -
Small District ESE Supplement	0	$ -
Dual Enrollment	0	$ -

Total Additional FTE	0.0000	Additional Base Funds	$ -
Total Funded Weighted FTE	629.9920	Total Base Funding	$ 3,358,475

1B. Classroom Teacher and Other Instructional Personnel Salary Increase Maintenance and Growth Portions of the Salary Increase funds are part of the total Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.						
Maintenance Portion (4.52% of Base Funding)	(g) (k)	$ 3,358,475	X	5.59%	$	187,739
Growth Portion (1.41% of Base Funding)	(g) (k)	$ 3,358,475	X	1.07%	$	35,936
Total Salary Increase Allocation					$	223,675

2. ESE Guaranteed Allocation:	**FTE**	**Grade Level**	**Matrix Level**	**Guarantee Per Student**	
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.	55.0	PK-3	251	$ 961	$ 52,855
	0.0	PK-3	252	$ 3,102	$ -
	0.0	PK-3	253	$ 6,330	$ -
	41.0	4-8	251	$ 1,077	$ 44,157
	0.0	4-8	252	$ 3,218	$ -
	0.0	4-8	253	$ 6,447	$ -
	0.0	9-12	251	$ 767	$ -
	0.0	9-12	252	$ 2,908	$ -
	0.0	9-12	253	$ 6,136	$ -
Total FTE with ESE Services	96.00	Total ESE Guarantee			$ 97,012

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's					
UFTE share. Charter School UFTE:	589.00	÷	**District's**		25,677.23
			=		2.2939%
3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E39 above by the district's total WFTE to obtain school's					
WFTE share. Charter School WFTE:	629.99	÷	**District's**		28,237.17
			=		2.2311%
3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's					
UFTE share. Charter School UFTE:	589.00	÷	**District's Total Non-Scholarship UFTE:**		23,120.23
			=		2.5476%
3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's					
UFTE share. Charter School UFTE:	589.00	÷	**District's Total Non-Virtual UFTE:**		25,231.98
			=		2.3343%
3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's					
UFTE share. Charter School UFTE:	589.00	÷	**District's Total Non-Virtual and Non-Scholarship UFTE:**		22,674.98
			=		2.5976%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	5,933,300	x	2.3343%	$ 138,501
5. Discretionary Millage Compression Allocation					
.748 Mills (UFTE share)	(b)	7,686,222	x	2.2939%	$ 176,314
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	2,274,752	x	2.5976%	$ 59,089
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(b)	1,497,221	x	2.5476%	$ 38,143

8. Discretionary Local Effort (WFTE share)			**(c)**	**234,954,867**	**x**	**0.0803%**	**$**	**188,669**
9. Proration to Funds Available (WFTE share)			**(c)**	**(2,049,217)**	**x**	**0.0803%**	**-$**	**1,646**
10. Educational Enrollment Stabilization Program (UFTE share)			**(b)**	**0**	**x**	**0.08%**	**$**	**-**
11. Class Size Reduction Funds:								
	Weighted FTE (not including Add-On)	**X**	**CWF**	**X**	**Allocation factors**			
PK - 3	**380.4160**		**1.0000**		950.92	=	**361,745**	
4-8	**249.5760**		**1.0000**		907.92	=	**226,595**	
9-12	**0.0000**		**1.0000**		910.12	=	**0**	
Total *	**629.9920**					**Total Class Size Reduction Funds**	**$**	**588,340**
*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*								
11. Student Transportation			(h)					
	Enter All Adjusted Fundable Riders		**0**		**x**	**598**	**$**	**-**
	Enter All Adjusted ESE Riders		**0**		**x**	**1,923**	**$**	**-**
12. Federally Connected Student Supplement			**(i)**					
Impact Aid Student Type	**Number of Students**			**Exempt Property Allocation**		**Impact Aid Student Allocation**		**Total**
Military and Indian Lands	**0**			**$0.00**		**$0.00**	**$**	**-**
Civilians on Federal Lands	**0**			**$0.00**		**$0.00**	**$**	**-**
Students with Disabilities	**0**					**$0.00**	**$**	**-**
Total							**$**	**-**
13. Food Service Allocation			**(j)**					
Total							**$**	**4,642,897**
14. Total Less Salary Increase Allocation (for administrative fee calculation)						(k)	**$**	**4,419,222**
15. Funding for the purpose of calculating the administrative fee for ESE charter schools.						**(l)**		
If you have more than a 75% ESE student population, please place a 1 in the following box:							**$**	**-**

NOTES:

(a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation, the small district ESE Supplement and Dual Enrollment pursuant to s. 1011.62(1)(i-p), F.S.

(b) District allocations multiplied by percentage from item 2A.

(c) District allocations multiplied by percentage from item 2B.

(d) District allocations multiplied by percentage from item 2C.

(e) District allocations multiplied by percentage from item 2D.

(f) District allocations multiplied by percentage from item 2E.

(g) This allocation will be frozen as of the 2023-24 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%. For charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.
For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.
Other:
FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.
Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Pineapple Cove Classical Academy at Brooksville

Five Year Budget Projections

Complete Budget - Hernando County

		Estimated Enrollment		589 (of 624)	651 (of 690)	734 (of 778)	826 (of 875)	897 (of 950)
Func	Obj	Description	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Income								
FEFP Calculations								
3310-01		Base FEFP Funding	$0	$3,406,755	$3,796,874	$4,314,355	$4,898,873	$5,379,070
3310-02		FEFP - ESE Guaranteed Allocation	$0	$97,012	$106,705	$119,629	$130,530	$138,200
3310-03		FEFP - Supplemental Academic Instruction	$0	$142,935	$157,986	$178,126	$200,451	$217,682
3310-04		FEFP - Discretionary Millage Compression Allocation	$0	$181,959	$201,109	$226,750	$255,171	$277,105
3310-05		FEFP - Safe Schools Allocation	$0	$60,981	$67,399	$75,991	$85,518	$92,868
3310-08		FEFP - Mental Health Assistance Allocation	$0	$39,364	$43,507	$49,054	$55,202	$59,947
3310-12		FEFP - Discretionary Local Effort	$0	$318,199	$349,607	$391,625	$438,381	$474,531
3310-13		FEFP - Proration to Funds Available	$0	-$4,543	-$4,992	-$5,592	-$6,259	-$6,775
3310-16		FEFP - Teachers Classroom Supply Assistance Program	$0	$12,694	$15,017	$17,147	$20,078	$22,477
3355		Class Size Reducation Allocations	$0	$607,177	$686,755	$791,764	$910,649	$1,014,015
		FEFP Subtotals	$0	$4,862,533	$5,419,968	$6,158,849	$6,988,594	$7,669,119
School Lunch Program								
3261		NSLP - School Lunch Reimbursement	$0	$120,060	$133,308	$150,696	$168,912	$182,988
3262		NSLP - School Breakfast Reimbursement	$0	$9,180	$49,594	$56,236	$63,320	$68,634
3451		Selling Student Lunches	$0	$89,208	$110,520	$132,219	$148,788	$161,460
3452		Selling Student Breakfasts	$0	$12,690	$13,932	$17,307	$19,656	$21,087
		School Lunch Program Subtotals	$0	$231,138	$307,354	$356,458	$400,676	$434,169
Other Income Sources								
3397		Charter School Capital Outlay Funds	$0	$353,161	$405,247	$474,369	$554,219	$624,848
3413		Local Capital Improvement	$0	$353,940	$353,940	$353,940	$353,940	$353,940
3414		Local Referendum Funds	$0	$720,000	$720,000	$720,000	$720,000	$720,000
3473		School-Age Child Care Fees	$0	$351,990	$418,860	$484,326	$541,836	$607,302
3495		Other Miscellaneous Local Sources	$0	$1,779,091	$1,898,047	$2,032,635	$2,169,995	$2,306,090
		Other Income Sources Subtotals	$0	$6,872,762	$7,625,369	$8,547,941	$9,559,265	$10,409,379
		Total Income						
5100 - Basic Instruction								
5100	120	Instr - Classroom Teacher Salaries	$0	$1,600,000	$1,750,001	$1,900,001	$2,050,001	$2,200,001
5100	130	Instr - Other Certified Staff Member	$0	$250,000	$400,000	$475,000	$650,000	$700,000
5100	140	Instr - Substitute Teachers	$0	$40,320	$47,981	$53,934	$49,919	$56,113
5100	210	Instr - Retirement	$0	$28,355	$32,970	$36,434	$41,249	$44,342
5100	220	Instr - FICA	$0	$144,609	$168,146	$185,814	$210,369	$226,143
5100	230	Instr - Group Insurance	$0	$105,450	$123,776	$136,642	$158,563	$172,012
5100	240	Instr - Worker's Compensation	$0	$23,629	$27,475	$30,362	$34,374	$36,951
5100	250	Instr - Unemployment Compensation	$0	$7,749	$8,883	$9,828	$10,962	$11,718
5100	360	Instr - Rentals	$0	$25,106	$25,206	$25,308	$35,465	$35,571

Pineapple Cove Classical Academy at Brooksville

Five Year Budget Projections

Complete Budget - Hernando County

5100	510	Instr - Supplies	$0	$41,230	$29,295	$33,691	$38,672	$42,836
5100	520	Instr - Textbooks	$0	$108,002	$30,731	$36,826	$41,398	$36,249
5100	642	Instr - Furniture, Fixtures (Non Capitalized)	$0	$0	$9,100	$9,100	$9,100	$9,100
5100	730	Instr - Dues and Fees	$0	$589	$664	$1,289	$1,892	$2,546
5100	750	Instr - Other Personnel Services	$0	$3,075	$3,525	$3,900	$4,350	$4,650
		Total For 5100 (Basic Instruction)	$0	$2,378,114	$2,657,750	$2,938,128	$3,336,314	$3,578,232
5200 - Exceptional Education								
5200	120	ESE - Classroom Teacher Salaries	$0	$292,000	$318,440	$344,909	$371,407	$407,935
5200	210	ESE - Retirement	$0	$4,380	$4,777	$5,174	$5,571	$6,119
5200	220	ESE - FICA	$0	$22,338	$24,361	$26,386	$28,413	$31,207
5200	230	ESE - Group Insurance	$0	$14,250	$17,271	$17,444	$20,555	$20,760
5200	240	ESE - Worker's Compensation	$0	$3,650	$3,981	$4,311	$4,643	$5,099
5200	250	ESE - Unemployment Compensation	$0	$1,134	$1,323	$1,323	$1,512	$1,512
5200	310	ESE - Professional and Technical Services	$0	$25,200	$30,845	$36,705	$42,788	$49,099
5200	510	ESE - Supplies	$0	$1,305	$1,454	$1,654	$1,878	$2,062
5200	750	ESE - Other Personnel Services	$0	$450	$525	$525	$600	$600
		Total For 5200 (Exceptional Education)	$0	$364,707	$402,975	$438,431	$477,366	$524,394
6100 - Pupil Services								
6100	130	PupServ - Other Certified Staff Member	$0	$100,000	$102,000	$104,040	$106,121	$108,243
6100	160	PupServ - Other Support Personnel	$0	$40,000	$40,800	$41,616	$42,448	$43,297
6100	210	PupServ - Retirement	$0	$2,100	$2,142	$2,185	$2,229	$2,273
6100	220	PupServ - FICA	$0	$10,710	$10,924	$11,143	$11,366	$11,593
6100	230	PupServ - Group Insurance	$0	$8,550	$8,636	$8,722	$8,809	$8,897
6100	240	PupServ - Worker's Compensation	$0	$1,750	$1,785	$1,821	$1,857	$1,894
6100	250	PupServ - Unemployment Compensation	$0	$567	$567	$567	$567	$567
6100	750	PupServ - Other Personnel Services	$0	$225	$225	$225	$225	$225
		Total For 6100 (Pupil Services)	$0	$163,902	$167,079	$170,318	$173,621	$176,990
6200 - Instructional Media Services								
6200	510	MediaC. - Supplies	$0	$2,945	$3,320	$3,818	$4,383	$4,855
		Total For 6200 (Instructional Media Services)	$0	$2,945	$3,320	$3,818	$4,383	$4,855
6300 - Instructional/Curriculum Development								
6300	130	Curric - Other Certified Staff Member	$0	$65,000	$66,300	$67,626	$137,957	$140,716
6300	210	Curric - Retirement	$0	$975	$995	$1,014	$2,069	$2,111
6300	220	Curric - FICA	$0	$4,973	$5,072	$5,173	$10,554	$10,765
6300	230	Curric - Group Insurance	$0	$2,850	$2,879	$2,907	$5,873	$5,931
6300	240	Curric - Worker's Compensation	$0	$813	$829	$845	$1,724	$1,759
6300	250	Curric - Unemployment Compensation	$0	$189	$189	$189	$378	$378
6300	750	Curric - Other Personnel Services	$0	$75	$75	$75	$150	$150
		Total For 6300 (Instructional/Curriculum Development)	$0	$74,874	$76,338	$77,830	$158,705	$161,810

Pineapple Cove Classical Academy at Brooksville

Five Year Budget Projections

Complete Budget - Hernando County

6400 - Instructional Staff Training								
6400	140	ProfDev - Substitute Teachers	$0	$2,520	$3,060	$3,371	$3,948	$4,286
6400	210	ProfDev - Retirement	$0	$38	$46	$51	$59	$64
6400	220	ProfDev - FICA	$0	$193	$234	$258	$302	$328
6400	240	ProfDev - Worker's Compensation	$0	$32	$38	$42	$49	$54
6400	250	ProfDev - Unemployment Compensation	$0	$68	$83	$91	$107	$116
6400	310	ProfDev - Professional and Technical Services	$0	$12,000	$12,100	$12,205	$12,315	$12,431
6400	330	ProfDev - Travel	$0	$350	$368	$386	$405	$425
6400	510	ProfDev - Supplies	$0	$500	$525	$551	$579	$608
6400	750	ProfDev - Other Personnel Services	$0	$300	$300	$300	$300	$300
		Total For 6400 (Instructional Staff Training)	$0	$16,000	$16,753	$17,255	$18,064	$18,612
6500 - Instructional-Related Technology								
6500	310	EdTech - Professional and Technical Services	$0	$50,000	$50,000	$50,000	$50,000	$50,000
6500	644	EdTech - Computer Hardware (Non Capitalized)	$0	$39,780	$4,422	$5,837	$48,709	$9,937
		Total For 6500 (Instructional-Related Technology)	$0	$89,780	$54,422	$55,837	$98,709	$59,937
7100 - Board								
7100	310	Board - Professional and Technical Services	$3,000	$2,500	$5,000	$5,600	$5,202	$5,306
7100	320	Board - Insurance and Bond Premiums	$0	$29,450	$33,852	$39,636	$46,256	$52,026
7100	510	Board - Supplies	$500	$500	$500	$500	$500	$500
		Total For 7100 (Board)	$3,500	$32,450	$39,352	$45,736	$51,958	$57,832
7200 - General / District Administration								
7200	730	District - Dues and Fees	$0	$98,638	$99,458	$100,236	$40,424	$40,845
		Total For 7200 (General / District Administration)	$0	$98,638	$99,458	$100,236	$40,424	$40,845
7300 - School Administration								
7300	110	Admin - Administrator Salaries	$42,500	$225,000	$265,200	$270,504	$313,056	$319,317
7300	160	Admin - Other Support Personnel	$0	$99,840	$133,661	$136,334	$139,061	$141,842
7300	210	Admin - Retirement	$638	$4,873	$5,983	$6,103	$6,782	$6,917
7300	220	Admin - FICA	$3,251	$24,850	$30,513	$31,123	$34,587	$35,279
7300	230	Admin - Group Insurance	$0	$17,100	$20,150	$20,351	$23,491	$23,726
7300	240	Admin - Worker's Compensation	$531	$4,061	$4,986	$5,085	$5,651	$5,764
7300	250	Admin - Unemployment Compensation	$189	$1,134	$1,512	$1,512	$1,512	$1,512
7300	310	Admin - Professional and Technical Services	$0	$689,632	$772,693	$857,849	$959,433	$1,044,822
7300	360	Admin - Rentals	$161	$68,164	$75,199	$83,821	$95,494	$103,037
7300	370	Admin - Communications	$0	$2,356	$2,656	$3,053	$3,502	$3,884
7300	390	Admin - Other Purchased Services	$10,000	$5,890	$6,640	$7,637	$8,766	$9,709
7300	510	Admin - Supplies	$0	$12,958	$14,608	$16,800	$19,284	$21,361
7300	622	Admin - AV Materials (Non Capitalized)	$0	$2,356	$2,656	$3,055	$3,506	$3,884
7300	644	Admin - Computer Hardware (Non Capitalized)	$0	$2,000	$1,000	$1,000	$1,000	$1,000
7300	730	Admin - Dues and Fees	$0	$2,356	$2,656	$3,055	$3,506	$3,884
7300	750	Admin - Other Personnel Services	$75	$450	$600	$600	$600	$600

Pineapple Cove Classical Academy at Brooksville

Five Year Budget Projections

Complete Budget - Hernando County

		Total For 7300 (School Administration)	$57,345	$1,163,019	$1,340,713	$1,447,882	$1,619,231	$1,726,538
7400 - Facilities Acquisition								
7400	710	AquireFacility - Principal Payment		$885,950	$885,950	$1,025,950	$1,025,625	$1,025,625
		Total For 7400 (Facilities Acquisition)	$0	$885,950	$885,950	$1,025,950	$1,025,625	$1,025,625
7500 - Fiscal Services								
7500	310	Fiscal - Professional and Technical Services	$0	$16,000	$16,000	$16,000	$16,000	$16,000
		Total For 7500 (Fiscal Services)	$0	$16,000	$16,000	$16,000	$16,000	$16,000
7600 - Food Services								
7600	160	Lunch - Other Support Personnel	$0	$58,240	$64,974	$71,970	$96,576	$98,513
7600	210	Lunch - Retirement	$0	$874	$975	$1,080	$1,449	$1,478
7600	220	Lunch - FICA	$0	$4,455	$4,971	$5,506	$7,388	$7,536
7600	230	Lunch - Group Insurance	$0	$2,850	$2,879	$2,907	$2,936	$2,966
7600	240	Lunch - Worker's Compensation	$0	$728	$812	$900	$1,207	$1,231
7600	250	Lunch - Unemployment Compensation	$0	$756	$945	$945	$1,323	$1,323
7600	510	Lunch - Supplies	$0	$5,301	$5,859	$6,606	$7,434	$8,073
7600	570	Lunch - Food	$0	$149,688	$172,638	$195,048	$230,949	$250,200
7600	641	Lunch - Furniture, Fixtures-Capitalized	$0	$1,500	$1,000	$1,000	$1,000	$1,000
7600	642	Lunch - Furniture, Fixtures (Non Capitalized)	$0	$17,200	$1,800	$2,500	$2,600	$2,100
7600	644	Lunch - Computer Hardware (Non Capitalized)	$0	$750	$0	$0	$0	$0
7600	750	Lunch - Other Personnel Services	$0	$300	$375	$375	$525	$525
		Total For 7600 (Food Services)	$0	$242,642	$257,227	$288,836	$353,388	$374,945
7720 - Information Services								
7720	310	InfServ - Professional and Technical Services	$7,500	$1,250	$1,250	$1,250	$1,250	$1,250
7720	390	InfServ - Other Purchased Services	$5,000	$600	$600	$600	$600	$600
		Total For 7720 (Information Services)	$12,500	$1,850	$1,850	$1,850	$1,850	$1,850
7800 - Pupil Transportation								
7800	390	Trans - Other Purchased Services	$0	$4,500	$9,180	$14,045	$19,102	$24,355
		Total For 7800 (Pupil Transportation)	$0	$4,500	$9,180	$14,045	$19,102	$24,355
7900 - Operation of Plant								
7900	160	Facility - Other Support Personnel	$0	$258,400	$328,032	$334,593	$407,504	$449,426
7900	210	Facility - Retirement	$0	$3,876	$4,920	$5,019	$6,113	$6,741
7900	220	Facility - FICA	$0	$19,768	$25,094	$25,596	$31,174	$34,381
7900	230	Facility - Group Insurance	$0	$22,800	$28,785	$29,073	$35,236	$38,554
7900	240	Facility - Worker's Compensation	$0	$3,230	$4,100	$4,182	$5,094	$5,618
7900	250	Facility - Unemployment Compensation	$0	$1,512	$1,890	$1,890	$2,268	$2,457
7900	320	Facility - Insurance and Bond Premiums	$0	$36,800	$37,800	$39,690	$41,675	$43,758
7900	350	Facility - Repairs and Maintenance	$0	$2,500	$2,550	$2,601	$2,653	$2,706
7900	370	Facility - Communications	$0	$12,000	$12,240	$12,485	$12,734	$12,989

Pineapple Cove Classical Academy at Brooksville

Five Year Budget Projections

Complete Budget - Hernando County

7900	380	Facility - Public Utilities	$0	$9,424	$10,624	$12,218	$14,025	$15,535
7900	390	Facility - Other Purchased Services	$0	$14,568	$15,618	$16,967	$18,478	$19,770
7900	430	Facility - Electricity	$0	$48,300	$48,195	$49,159	$50,142	$51,145
7900	510	Facility - Supplies	$0	$14,725	$16,601	$19,091	$21,914	$24,274
7900	750	Facility - Other Personnel Services	$0	$600	$750	$750	$900	$975
		Total For 7900 (Operation of Plant)	$0	$448,503	$537,200	$553,314	$649,909	$708,329
9100 - Community Service								
9100	160	ComSrv - Other Support Personnel	$0	$81,790	$94,503	$107,717	$121,381	$142,923
9100	210	ComSrv - Retirement	$0	$1,227	$1,418	$1,616	$1,821	$2,144
9100	220	ComSrv - FICA	$0	$6,257	$7,229	$8,240	$9,286	$10,934
9100	230	ComSrv - Group Insurance	$0	$2,850	$2,879	$2,907	$2,936	$2,966
9100	240	ComSrv - Worker's Compensation	$0	$1,022	$1,181	$1,346	$1,517	$1,787
9100	250	ComSrv - Unemployment Compensation	$0	$1,134	$1,323	$1,512	$1,701	$1,890
9100	510	ComSrv - Supplies	$0	$6,800	$4,300	$4,300	$4,300	$4,300
9100	750	ComSrv - Other Personnel Services	$0	$450	$525	$600	$675	$750
		Total For 9100 (Community Service)	$0	$101,530	$113,358	$128,239	$143,617	$167,693
9200 - Debt Service								
9200	710	DebSrv - Principal Payment	$0	$0	$0	$140,000	$150,000	$165,000
9200	720	DebSrv - Interest Payment / Debt Service		$146,921	$885,950	$885,950	$875,950	$1,064,525
		Total For 9200 (Debt Service)	$0	$146,921	$885,950	$1,025,950	$1,025,950	$1,229,525
9999 - Reserve Funds								
9999	999	Reserve - Reserve Funds	$0	$96,997	$135,124	$153,543	$174,213	$191,166
		Total For 9999 (Reserve Funds)	$0	$96,997	$135,124	$153,543	$174,213	$191,166
		Total Expenses	$73,345	$6,329,321	$7,699,999	$8,503,198	$9,388,429	$10,089,532

Budget Totals

Total Income	$75,000	$6,872,762	$7,700,369	$8,547,941	$9,559,265	$10,409,379
Total Expenses	$73,345	$6,329,321	$7,699,999	$8,503,198	$9,388,429	$10,089,532
Net Revenue	$1,655	$543,441	$370	$44,743	$170,836	$319,846
Projected Cash On Hand	$1,655	$545,097	$545,467	$590,210	$761,046	$1,080,892

Pineapple Cove Classical Academy at Brooksville

Planning Year Cash Flow Projections

Func	Obj	Description	Plng Yr Total	Dist. Meth. [1]	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Income																
Other Income Sources																
3720		Loan Proceeds	$75,000	1	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250
			$75,000		$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250
		Total Income	$75,000		$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250
Expenses																
7100	320	Board - Insurance and Bond Premiums	$0	9	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
		Total For 7100 (Board)	$3,500	1	$292	$292	$292	$292	$292	$292	$292	$292	$292	$292	$292	$292
			$0		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7300	160	Admin - Other Support Personnel	$0	9	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7300	220	Admin - FICA	$3,251	9	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$1,626	$1,626
7300	230	Admin - Group Insurance	$0	9	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7300	250	Admin - Unemployment Compensation	$189	9	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$95	$95
7300	310	Admin - Professional and Technical Services	$0	9	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7300	370	Admin - Communications	$0	9	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
				1	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
74			$0		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
				1	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
78				1	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7800	390	Trans - Other Purchased Services	$0		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
		Total Expenses	$73,345		$5,070	$5,070	$5,070	$5,070	$5,070	$5,070	$5,070	$5,070	$5,070	$5,070	$12,743	$12,743
Budget Totals																
		Total Income	$75,000		$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250
		Total Expenses	$73,345		$5,070	$5,070	$5,070	$5,070	$5,070	$5,070	$5,070	$5,070	$5,070	$5,070	$12,743	$12,743
		Net Revenue	$1,655		$1,180	$1,180	$1,180	$1,180	$1,180	$1,180	$1,180	$1,180	$1,180	$1,180	-$6,493	-$6,493
		Projected Cash On Hand	$1,655		$1,180	$2,359	$3,539	$4,718	$5,898	$7,078	$8,257	$9,437	$10,617	$11,796	$5,304	-$1,189

Pineapple Cove Classical Academy at Brooksville

Year One Cash Flow Projections

Func	Obj	Description	Plng Yr Total	Year 1 Cash Flow	Dist. Meth. [1]		July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Income																		
FEFP Calculations																		
3310-01		Base FEFP Funding	$0	$3,406,755	1		$283,896	$283,896	$283,896	$283,896	$283,896	$283,896	$283,896	$283,896	$283,896	$283,896	$283,896	$283,896
3310-02		FEFP - ESE Guaranteed Allocation	$0	$97,012	1		$8,084	$8,084	$8,084	$8,084	$8,084	$8,084	$8,084	$8,084	$8,084	$8,084	$8,084	$8,084
3310-03		FEFP - Supplemental Academic Instruction	$0	$142,935	1		$11,911	$11,911	$11,911	$11,911	$11,911	$11,911	$11,911	$11,911	$11,911	$11,911	$11,911	$11,911
3310-04		FEFP - Discretionary Millage Compression Allocation	$0	$181,959	1		$15,163	$15,163	$15,163	$15,163	$15,163	$15,163	$15,163	$15,163	$15,163	$15,163	$15,163	$15,163
3310-05		FEFP - Safe Schools Allocation	$0	$60,981	1		$5,082	$5,082	$5,082	$5,082	$5,082	$5,082	$5,082	$5,082	$5,082	$5,082	$5,082	$5,082
3310-08		FEFP - Mental Health Assistance Allocation	$0	$39,364	1		$3,280	$3,280	$3,280	$3,280	$3,280	$3,280	$3,280	$3,280	$3,280	$3,280	$3,280	$3,280
3310-12		FEFP - Discretionary Local Effort	$0	$318,199	1		$26,517	$26,517	$26,517	$26,517	$26,517	$26,517	$26,517	$26,517	$26,517	$26,517	$26,517	$26,517
3310-13		FEFP - Proration to Funds Available	$0	-$4,543	1		-$379	-$379	-$379	-$379	-$379	-$379	-$379	-$379	-$379	-$379	-$379	-$379
3310-16		FEFP - Teachers Classroom Supply Assistance Program	$0	$12,694	1		$1,058	$1,058	$1,058	$1,058	$1,058	$1,058	$1,058	$1,058	$1,058	$1,058	$1,058	$1,058
3355		Class Size Reducation Allocations	$0	$607,177	1		$50,598	$50,598	$50,598	$50,598	$50,598	$50,598	$50,598	$50,598	$50,598	$50,598	$50,598	$50,598
		FEFP Subtotals	$0	$4,862,533			$405,211	$405,211	$405,211	$405,211	$405,211	$405,211	$405,211	$405,211	$405,211	$405,211	$405,211	$405,211
School Lunch Program																		
3261		NSLP - School Lunch Reimbursement	$0	$120,060	2		$0	$10,915	$10,915	$10,915	$10,915	$10,915	$10,915	$10,915	$10,915	$10,915	$10,915	$10,915
3262		NSLP - School Breakfast Reimbursement	$0	$9,180	2		$0	$835	$835	$835	$835	$835	$835	$835	$835	$835	$835	$835
3451		Selling Student Lunches	$0	$89,208	2		$0	$8,110	$8,110	$8,110	$8,110	$8,110	$8,110	$8,110	$8,110	$8,110	$8,110	$8,110
3452		Selling Student Breakfasts	$0	$12,690	2		$0	$1,154	$1,154	$1,154	$1,154	$1,154	$1,154	$1,154	$1,154	$1,154	$1,154	$1,154
		School Lunch Program Subtotals	$0	$231,138			$0	$21,013	$21,013	$21,013	$21,013	$21,013	$21,013	$21,013	$21,013	$21,013	$21,013	$21,013
Other Income Sources																		
3397		Charter School Capital Outlay Funds	$0	$353,161	1		$29,430	$29,430	$29,430	$29,430	$29,430	$29,430	$29,430	$29,430	$29,430	$29,430	$29,430	$29,430
3399		Other Miscellaneous State Revenue	$0	$0	1		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3440		Gifts, Grants and Bequests	$0	$0	1		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3460		Student Fees	$0	$0	1		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3471		Preschool Program Fees	$0	$0	1		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3473		School-Age Child Care Fees	$0	$351,990	2		$0	$31,999	$31,999	$31,999	$31,999	$31,999	$31,999	$31,999	$31,999	$31,999	$31,999	$31,999
3481		Charges for Services	$0	$0	1		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3482		Charges for Sales	$0	$0	1		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3492		Transportation for Student Activities	$0	$0	1		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3495		Other Miscellaneous Local Sources	$0	$1,073,940	1		$89,495	$89,495	$89,495	$89,495	$89,495	$89,495	$89,495	$89,495	$89,495	$89,495	$89,495	$89,495
3720		Loan Proceeds	$75,000	$0	1		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
		Total Other Income Sources	$75,000	$1,779,091			$118,925	$150,924	$150,924	$150,924	$150,924	$150,924	$150,924	$150,924	$150,924	$150,924	$150,924	$150,924
		Total Income	$75,000	$6,872,762			$524,136	$577,148	$577,148	$577,148	$577,148	$577,148	$577,148	$577,148	$577,148	$577,148	$577,148	$577,148
Expenses																		
5100 - Basic Instruction																		
5100	120	Instr - Classroom Teacher Salaries	$0	$1,600,000	1		$133,333	$133,333	$133,333	$133,333	$133,333	$133,333	$133,333	$133,333	$133,333	$133,333	$133,333	$133,333
5100	130	Instr - Other Certified Staff Member	$0	$250,000	1		$20,833	$20,833	$20,833	$20,833	$20,833	$20,833	$20,833	$20,833	$20,833	$20,833	$20,833	$20,833
5100	140	Instr - Substitute Teachers	$0	$40,320	1		$3,360	$3,360	$3,360	$3,360	$3,360	$3,360	$3,360	$3,360	$3,360	$3,360	$3,360	$3,360
5100	210	Instr - Retirement	$0	$28,355	1		$2,363	$2,363	$2,363	$2,363	$2,363	$2,363	$2,363	$2,363	$2,363	$2,363	$2,363	$2,363
5100	220	Instr - FICA	$0	$144,609	1		$12,051	$12,051	$12,051	$12,051	$12,051	$12,051	$12,051	$12,051	$12,051	$12,051	$12,051	$12,051
5100	230	Instr - Group Insurance	$0	$105,450	1		$8,788	$8,788	$8,788	$8,788	$8,788	$8,788	$8,788	$8,788	$8,788	$8,788	$8,788	$8,788
5100	240	Instr - Worker's Compensation	$0	$23,629	1		$1,969	$1,969	$1,969	$1,969	$1,969	$1,969	$1,969	$1,969	$1,969	$1,969	$1,969	$1,969
5100	250	Instr - Unemployment Compensation	$0	$7,749	1		$646	$646	$646	$646	$646	$646	$646	$646	$646	$646	$646	$646
5100	360	Instr - Rentals	$0	$25,106	1		$2,092	$2,092	$2,092	$2,092	$2,092	$2,092	$2,092	$2,092	$2,092	$2,092	$2,092	$2,092
5100	510	Instr - Supplies	$0	$41,230	1		$3,436	$3,436	$3,436	$3,436	$3,436	$3,436	$3,436	$3,436	$3,436	$3,436	$3,436	$3,436
5100	520	Instr - Textbooks	$0	$108,002	1		$9,000	$9,000	$9,000	$9,000	$9,000	$9,000	$9,000	$9,000	$9,000	$9,000	$9,000	$9,000
5100	730	Instr - Dues and Fees	$0	$589	1		$49	$49	$49	$49	$49	$49	$49	$49	$49	$49	$49	$49
5100	750	Instr - Other Personnel Services	$0	$3,075	1		$256	$256	$256	$256	$256	$256	$256	$256	$256	$256	$256	$256
		Total For 5100 (Basic Instruction)	$0	$2,378,114			$198,176	$198,176	$198,176	$198,176	$198,176	$198,176	$198,176	$198,176	$198,176	$198,176	$198,176	$198,176
5200 - Exceptional Education																		
5200	120	ESE - Classroom Teacher Salaries	$0	$292,000	1		$24,333	$24,333	$24,333	$24,333	$24,333	$24,333	$24,333	$24,333	$24,333	$24,333	$24,333	$24,333
5200	210	ESE - Retirement	$0	$4,380	1		$365	$365	$365	$365	$365	$365	$365	$365	$365	$365	$365	$365
5200	220	ESE - FICA	$0	$22,338	1		$1,862	$1,862	$1,862	$1,862	$1,862	$1,862	$1,862	$1,862	$1,862	$1,862	$1,862	$1,862
5200	230	ESE - Group Insurance	$0	$14,250	1		$1,188	$1,188	$1,188	$1,188	$1,188	$1,188	$1,188	$1,188	$1,188	$1,188	$1,188	$1,188
5200	240	ESE - Worker's Compensation	$0	$3,650	1		$304	$304	$304	$304	$304	$304	$304	$304	$304	$304	$304	$304
5200	250	ESE - Unemployment Compensation	$0	$1,134	1		$95	$95	$95	$95	$95	$95	$95	$95	$95	$95	$95	$95
5200	310	ESE - Professional and Technical Services	$0	$25,200	1		$2,100	$2,100	$2,100	$2,100	$2,100	$2,100	$2,100	$2,100	$2,100	$2,100	$2,100	$2,100
5200	510	ESE - Supplies	$0	$1,305	1		$109	$109	$109	$109	$109	$109	$109	$109	$109	$109	$109	$109
5200	750	ESE - Other Personnel Services	$0	$450	1		$38	$38	$38	$38	$38	$38	$38	$38	$38	$38	$38	$38
		Total For 5200 (Exceptional Education)	$0	$364,707			$30,392	$30,392	$30,392	$30,392	$30,392	$30,392	$30,392	$30,392	$30,392	$30,392	$30,392	$30,392
6100 - Pupil Services																		
6100	130	PupServ - Other Certified Staff Member	$0	$100,000	1		$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333
6100	160	PupServ - Other Support Personnel	$0	$40,000	1		$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333
6100	210	PupServ - Retirement	$0	$2,100	1		$175	$175	$175	$175	$175	$175	$175	$175	$175	$175	$175	$175
6100	220	PupServ - FICA	$0	$10,710	1		$893	$893	$893	$893	$893	$893	$893	$893	$893	$893	$893	$893

6100	230	PupServ - Group Insurance	$0	$8,550	1		$713	$713	$713	$713	$713	$713	$713	$713	$713	$713	$713	$713
6100	240	PupServ - Worker's Compensation	$0	$1,750	1		$146	$146	$146	$146	$146	$146	$146	$146	$146	$146	$146	$146
6100	250	PupServ - Unemployment Compensation	$0	$567	1		$47	$47	$47	$47	$47	$47	$47	$47	$47	$47	$47	$47
6100	750	PupServ - Other Personnel Services	$0	$225	1		$19	$19	$19	$19	$19	$19	$19	$19	$19	$19	$19	$19
		Total For 6100 (Pupil Services)	$0	$163,902			$13,659	$13,659	$13,659	$13,659	$13,659	$13,659	$13,659	$13,659	$13,659	$13,659	$13,659	$13,659
6200 - Instructional Media Services																		
6200	510	MediaC. - Supplies	$0	$2,945	5		$1,104	$1,104	$74	$74	$74	$74	$74	$74	$74	$74	$74	$74
		Total For 6200 (Instructional Media Services)	$0	$2,945			$1,104	$1,104	$74	$74	$74	$74	$74	$74	$74	$74	$74	$74
6300 - Instructional/Curriculum Development																		
6300	130	Curric - Other Certified Staff Member	$0	$65,000	1		$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417
6300	210	Curric - Retirement	$0	$975	1		$81	$81	$81	$81	$81	$81	$81	$81	$81	$81	$81	$81
6300	220	Curric - FICA	$0	$4,973	1		$414	$414	$414	$414	$414	$414	$414	$414	$414	$414	$414	$414
6300	230	Curric - Group Insurance	$0	$2,850	1		$238	$238	$238	$238	$238	$238	$238	$238	$238	$238	$238	$238
6300	240	Curric - Worker's Compensation	$0	$813	1		$68	$68	$68	$68	$68	$68	$68	$68	$68	$68	$68	$68
6300	250	Curric - Unemployment Compensation	$0	$189	1		$16	$16	$16	$16	$16	$16	$16	$16	$16	$16	$16	$16
6300	750	Curric - Other Personnel Services	$0	$75	1		$6	$6	$6	$6	$6	$6	$6	$6	$6	$6	$6	$6
		Total For 6300 (Instructional/Curriculum Development)	$0	$74,874			$6,240	$6,240	$6,240	$6,240	$6,240	$6,240	$6,240	$6,240	$6,240	$6,240	$6,240	$6,240
6400 - Instructional Staff Training																		
6400	140	ProfDev - Substitute Teachers	$0	$2,520	2		$0	$229	$229	$229	$229	$229	$229	$229	$229	$229	$229	$229
6400	210	ProfDev - Retirement	$0	$38	2		$0	$3	$3	$3	$3	$3	$3	$3	$3	$3	$3	$3
6400	220	ProfDev - FICA	$0	$193	2		$0	$18	$18	$18	$18	$18	$18	$18	$18	$18	$18	$18
6400	240	ProfDev - Worker's Compensation	$0	$32	2		$0	$3	$3	$3	$3	$3	$3	$3	$3	$3	$3	$3
6400	250	ProfDev - Unemployment Compensation	$0	$68	2		$0	$6	$6	$6	$6	$6	$6	$6	$6	$6	$6	$6
6400	310	ProfDev - Professional and Technical Services	$0	$12,000	2		$0	$1,091	$1,091	$1,091	$1,091	$1,091	$1,091	$1,091	$1,091	$1,091	$1,091	$1,091
6400	330	ProfDev - Travel	$0	$350	2		$0	$32	$32	$32	$32	$32	$32	$32	$32	$32	$32	$32
6400	510	ProfDev - Supplies	$0	$500	2		$0	$45	$45	$45	$45	$45	$45	$45	$45	$45	$45	$45
6400	750	ProfDev - Other Personnel Services	$0	$300	2		$0	$27	$27	$27	$27	$27	$27	$27	$27	$27	$27	$27
		Total For 6400 (Instructional Staff Training)	$0	$16,000			$0	$1,455	$1,455	$1,455	$1,455	$1,455	$1,455	$1,455	$1,455	$1,455	$1,455	$1,455
6500 - Instructional-Related Technology																		
6500	310	EdTech - Professional and Technical Services	$0	$50,000	1		$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167
6500	644	EdTech - Computer Hardware (Non Capitalized)	$0	$39,780	1		$3,315	$3,315	$3,315	$3,315	$3,315	$3,315	$3,315	$3,315	$3,315	$3,315	$3,315	$3,315
		Total For 6500 (Instructional-Related Technology)	$0	$89,780			$7,482	$7,482	$7,482	$7,482	$7,482	$7,482	$7,482	$7,482	$7,482	$7,482	$7,482	$7,482
7100 - Board																		
7100	310	Board - Professional and Technical Services	$3,000	$2,500	1		$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208
7100	320	Board - Insurance and Bond Premiums	$0	$29,450	1		$2,454	$2,454	$2,454	$2,454	$2,454	$2,454	$2,454	$2,454	$2,454	$2,454	$2,454	$2,454
7100	510	Board - Supplies	$500	$500	5		$188	$188	$13	$13	$13	$13	$13	$13	$13	$13	$13	$13
		Total For 7100 (Board)	$3,500	$32,450			$2,850	$2,850	$2,675	$2,675	$2,675	$2,675	$2,675	$2,675	$2,675	$2,675	$2,675	$2,675
7200 - General / District Administration																		
7200	730	District - Dues and Fees	$0	$98,638	1		$8,220	$8,220	$8,220	$8,220	$8,220	$8,220	$8,220	$8,220	$8,220	$8,220	$8,220	$8,220
		Total For 7200 (General / District Administration)	$0	$98,638			$8,220	$8,220	$8,220	$8,220	$8,220	$8,220	$8,220	$8,220	$8,220	$8,220	$8,220	$8,220
7300 - School Administration																		
7300	110	Admin - Administrator Salaries	$42,500	$225,000	1		$18,750	$18,750	$18,750	$18,750	$18,750	$18,750	$18,750	$18,750	$18,750	$18,750	$18,750	$18,750
7300	160	Admin - Other Support Personnel	$0	$99,840	1		$8,320	$8,320	$8,320	$8,320	$8,320	$8,320	$8,320	$8,320	$8,320	$8,320	$8,320	$8,320
7300	210	Admin - Retirement	$638	$4,873	1		$406	$406	$406	$406	$406	$406	$406	$406	$406	$406	$406	$406
7300	220	Admin - FICA	$3,251	$24,850	1		$2,071	$2,071	$2,071	$2,071	$2,071	$2,071	$2,071	$2,071	$2,071	$2,071	$2,071	$2,071
7300	230	Admin - Group Insurance	$0	$17,100	1		$1,425	$1,425	$1,425	$1,425	$1,425	$1,425	$1,425	$1,425	$1,425	$1,425	$1,425	$1,425
7300	240	Admin - Worker's Compensation	$531	$4,061	1		$338	$338	$338	$338	$338	$338	$338	$338	$338	$338	$338	$338
7300	250	Admin - Unemployment Compensation	$189	$1,134	1		$95	$95	$95	$95	$95	$95	$95	$95	$95	$95	$95	$95
7300	310	Admin - Professional and Technical Services	$0	$689,632	1		$57,469	$57,469	$57,469	$57,469	$57,469	$57,469	$57,469	$57,469	$57,469	$57,469	$57,469	$57,469
7300	360	Admin - Rentals	$161	$68,164	1		$5,680	$5,680	$5,680	$5,680	$5,680	$5,680	$5,680	$5,680	$5,680	$5,680	$5,680	$5,680
7300	370	Admin - Communications	$0	$2,356	1		$196	$196	$196	$196	$196	$196	$196	$196	$196	$196	$196	$196
7300	390	Admin - Other Purchased Services	$10,000	$5,890	1		$491	$491	$491	$491	$491	$491	$491	$491	$491	$491	$491	$491
7300	510	Admin - Supplies	$0	$12,958	1		$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080	$1,080
7300	622	Admin - AV Materials (Non Capitalized)	$0	$2,356	1		$196	$196	$196	$196	$196	$196	$196	$196	$196	$196	$196	$196
7300	644	Admin - Computer Hardware (Non Capitalized)	$0	$2,000	1		$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167
7300	730	Admin - Dues and Fees	$0	$2,356	1		$196	$196	$196	$196	$196	$196	$196	$196	$196	$196	$196	$196
7300	750	Admin - Other Personnel Services	$75	$450	1		$38	$38	$38	$38	$38	$38	$38	$38	$38	$38	$38	$38
		Total For 7300 (School Administration)	$57,345	$1,163,019			$96,918	$96,918	$96,918	$96,918	$96,918	$96,918	$96,918	$96,918	$96,918	$96,918	$96,918	$96,918
7400 - Facilities Acquisition																		
7400	710	AquireFacility - Principal Payment		$885,950	1		$73,829	$73,829	$73,829	$73,829	$73,829	$73,829	$73,829	$73,829	$73,829	$73,829	$73,829	$73,829
		Total For 7400 (Facilities Acquisition)	$0	$885,950			$73,829	$73,829	$73,829	$73,829	$73,829	$73,829	$73,829	$73,829	$73,829	$73,829	$73,829	$73,829
7500 - Fiscal Services																		
7500	310	Fiscal - Professional and Technical Services	$0	$16,000	10		$400	$400	$400	$400	$400	$400	$400	$400	$400	$400	$6,000	$6,000
		Total For 7500 (Fiscal Services)	$0	$16,000			$400	$400	$400	$400	$400	$400	$400	$400	$400	$400	$6,000	$6,000
7600 - Food Services																		
7600	160	Lunch - Other Support Personnel	$0	$58,240	2		$0	$5,295	$5,295	$5,295	$5,295	$5,295	$5,295	$5,295	$5,295	$5,295	$5,295	$5,295
7600	210	Lunch - Retirement	$0	$874	2		$0	$79	$79	$79	$79	$79	$79	$79	$79	$79	$79	$79
7600	220	Lunch - FICA	$0	$4,455	2		$0	$405	$405	$405	$405	$405	$405	$405	$405	$405	$405	$405
7600	230	Lunch - Group Insurance	$0	$2,850	2		$0	$259	$259	$259	$259	$259	$259	$259	$259	$259	$259	$259
7600	240	Lunch - Worker's Compensation	$0	$728	2		$0	$66	$66	$66	$66	$66	$66	$66	$66	$66	$66	$66
7600	250	Lunch - Unemployment Compensation	$0	$756	2		$0	$69	$69	$69	$69	$69	$69	$69	$69	$69	$69	$69

7600	510	Lunch - Supplies	$0	$5,301	2		$0	$482	$482	$482	$482	$482	$482	$482	$482	$482	$482	$482
7600	570	Lunch - Food	$0	$149,688	2		$0	$13,608	$13,608	$13,608	$13,608	$13,608	$13,608	$13,608	$13,608	$13,608	$13,608	$13,608
7600	641	Lunch - Furniture, Fixtures-Capitalized	$0	$1,500	7		$750	$750	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7600	642	Lunch - Furniture, Fixtures (Non Capitalized)	$0	$17,200	7		$8,600	$8,600	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7600	644	Lunch - Computer Hardware (Non Capitalized)	$0	$750	7		$375	$375	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7600	750	Lunch - Other Personnel Services	$0	$300	2		$0	$27	$27	$27	$27	$27	$27	$27	$27	$27	$27	$27
		Total For 7600 (Food Services)	$0	$242,642			$9,725	$30,015	$20,290	$20,290	$20,290	$20,290	$20,290	$20,290	$20,290	$20,290	$20,290	$20,290
7720 - Information Services																		
7720	310	InfServ - Professional and Technical Services	$7,500	$1,250	1		$104	$104	$104	$104	$104	$104	$104	$104	$104	$104	$104	$104
7720	390	InfServ - Other Purchased Services	$5,000	$600	1		$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50
		Total For 7720 (Information Services)	$12,500	$1,850			$154	$154	$154	$154	$154	$154	$154	$154	$154	$154	$154	$154
7800 - Pupil Transportation																		
7800	390	Trans - Other Purchased Services	$0	$4,500	3		$0	$0	$450	$450	$450	$450	$450	$450	$450	$450	$450	$450
		Total For 7800 (Pupil Transportation)	$0	$4,500			$0	$0	$450	$450	$450	$450	$450	$450	$450	$450	$450	$450
7900 - Operation of Plant																		
7900	160	Facility - Other Support Personnel	$0	$258,400	1		$21,533	$21,533	$21,533	$21,533	$21,533	$21,533	$21,533	$21,533	$21,533	$21,533	$21,533	$21,533
7900	210	Facility - Retirement	$0	$3,876	1		$323	$323	$323	$323	$323	$323	$323	$323	$323	$323	$323	$323
7900	220	Facility - FICA	$0	$19,768	1		$1,647	$1,647	$1,647	$1,647	$1,647	$1,647	$1,647	$1,647	$1,647	$1,647	$1,647	$1,647
7900	230	Facility - Group Insurance	$0	$22,800	1		$1,900	$1,900	$1,900	$1,900	$1,900	$1,900	$1,900	$1,900	$1,900	$1,900	$1,900	$1,900
7900	240	Facility - Worker's Compensation	$0	$3,230	1		$269	$269	$269	$269	$269	$269	$269	$269	$269	$269	$269	$269
7900	250	Facility - Unemployment Compensation	$0	$1,512	1		$126	$126	$126	$126	$126	$126	$126	$126	$126	$126	$126	$126
7900	320	Facility - Insurance and Bond Premiums	$0	$36,800	1		$3,067	$3,067	$3,067	$3,067	$3,067	$3,067	$3,067	$3,067	$3,067	$3,067	$3,067	$3,067
7900	350	Facility - Repairs and Maintenance	$0	$2,500	1		$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208
7900	370	Facility - Communications	$0	$12,000	1		$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000
7900	380	Facility - Public Utilities	$0	$9,424	1		$785	$785	$785	$785	$785	$785	$785	$785	$785	$785	$785	$785
7900	390	Facility - Other Purchased Services	$0	$14,568	1		$1,214	$1,214	$1,214	$1,214	$1,214	$1,214	$1,214	$1,214	$1,214	$1,214	$1,214	$1,214
7900	430	Facility - Electricity	$0	$48,300	1		$4,025	$4,025	$4,025	$4,025	$4,025	$4,025	$4,025	$4,025	$4,025	$4,025	$4,025	$4,025
7900	510	Facility - Supplies	$0	$14,725	2		$0	$1,339	$1,339	$1,339	$1,339	$1,339	$1,339	$1,339	$1,339	$1,339	$1,339	$1,339
7900	750	Facility - Other Personnel Services	$0	$600	1		$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50
		Total For 7900 (Operation of Plant)	$0	$448,503			$36,148	$37,487	$37,487	$37,487	$37,487	$37,487	$37,487	$37,487	$37,487	$37,487	$37,487	$37,487
9100 - Community Service																		
9100	160	ComSrv - Other Support Personnel	$0	$81,790	3		$0	$0	$8,179	$8,179	$8,179	$8,179	$8,179	$8,179	$8,179	$8,179	$8,179	$8,179
9100	210	ComSrv - Retirement	$0	$1,227	3		$0	$0	$123	$123	$123	$123	$123	$123	$123	$123	$123	$123
9100	220	ComSrv - FICA	$0	$6,257	3		$0	$0	$626	$626	$626	$626	$626	$626	$626	$626	$626	$626
9100	230	ComSrv - Group Insurance	$0	$2,850	3		$0	$0	$285	$285	$285	$285	$285	$285	$285	$285	$285	$285
9100	240	ComSrv - Worker's Compensation	$0	$1,022	3		$0	$0	$102	$102	$102	$102	$102	$102	$102	$102	$102	$102
9100	250	ComSrv - Unemployment Compensation	$0	$1,134	3		$0	$0	$113	$113	$113	$113	$113	$113	$113	$113	$113	$113
9100	510	ComSrv - Supplies	$0	$6,800	5		$2,550	$2,550	$170	$170	$170	$170	$170	$170	$170	$170	$170	$170
9100	750	ComSrv - Other Personnel Services	$0	$450	3		$0	$0	$45	$45	$45	$45	$45	$45	$45	$45	$45	$45
		Total For 9100 (Community Service)	$0	$101,530			$2,550	$2,550	$9,643	$9,643	$9,643	$9,643	$9,643	$9,643	$9,643	$9,643	$9,643	$9,643
9200 - Debt Service																		
9200	720	DebSrv - Interest Payment / Debt Service		$146,921	1		$12,243	$12,243	$12,243	$12,243	$12,243	$12,243	$12,243	$12,243	$12,243	$12,243	$12,243	$12,243
		Total For 9200 (Debt Service)	$0	$146,921			$12,243	$12,243	$12,243	$12,243	$12,243	$12,243	$12,243	$12,243	$12,243	$12,243	$12,243	$12,243
9999 - Reserve Funds																		
9999	999	Reserve - Reserve Funds	$0	$96,997	3		$0	$0	$9,700	$9,700	$9,700	$9,700	$9,700	$9,700	$9,700	$9,700	$9,700	$9,700
		Total For 9999 (Reserve Funds)	$0	$96,997			$0	$0	$9,700	$9,700	$9,700	$9,700	$9,700	$9,700	$9,700	$9,700	$9,700	$9,700
		Total Expenses	$73,345	$6,329,321			$500,090	$523,174	$529,486	$529,486	$529,486	$529,486	$529,486	$529,486	$529,486	$529,486	$535,086	$535,086

Budget Totals

		Total Income	$75,000	$6,872,762			$524,136	$577,148	$577,148	$577,148	$577,148	$577,148	$577,148	$577,148	$577,148	$577,148	$577,148	$577,148
		Expenses	$73,345	$6,329,321			$500,090	$523,174	$529,486	$529,486	$529,486	$529,486	$529,486	$529,486	$529,486	$529,486	$535,086	$535,086
		Net Revenue	$1,655	$543,441			$24,046	$53,974	$47,662	$47,662	$47,662	$47,662	$47,662	$47,662	$47,662	$47,662	$42,062	$42,062
		Projected Cash On Hand	$1,655	$545,097			$25,701	$79,675	$127,337	$175,000	$222,662	$270,324	$317,986	$365,648	$413,310	$460,972	$503,034	$545,097

[1] This sheet helps to distribute how you will be spending the funds by month. By entering a coded number in this column, the spreadsheet will distribute the funds based on what code you select. The available codes are:

1: Split Equally Over 12 Months
2: Split Equally Aug - June
3: Split Equally Sept - June
4: Split Equally Oct - June
5: July & August 75, equally rest
6: All in July
7: All in July -August
8: 25% in Aug, May & June, rest split
9: All in May and June
10: 75% in May & June, rest split



November 1, 2025

To Whom It May Concern,

Classical Education Management, LLC, will provide up to $75,000 in startup funding if needed to Pineapple Cove Classical Academy at Brooksville, at no interest, subject to the repayment schedule to be determined at a future date.

Please feel free to contact me with any questions.

Sincerely,

John Moran

President, Classical Education Management, LLC.

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

State Board of Education

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Michael Olenick

Pam Stewart
Commissioner of Education

July 11, 2018

Kelly Gunter, Director
Pineapple Cove Classical Academy
6162 Minton Road NW
Palm Bay, FL 32907-1979

Dear Ms. Gunter,

This letter serves as notification that the Florida Department of Education has verified that Pineapple Cove Classical Academy at Palm Bay (05-6543) meets the criteria for high-performing charter school status pursuant to section 1002.331, Florida Statutes.

If you have questions, please contact the Office of Independent Education and Parental Choice at 850-245-0502 or via email at charterschools@fldoe.org.

Thank you for your continued participation in our mission to improve the quality of educational options for Florida's students.

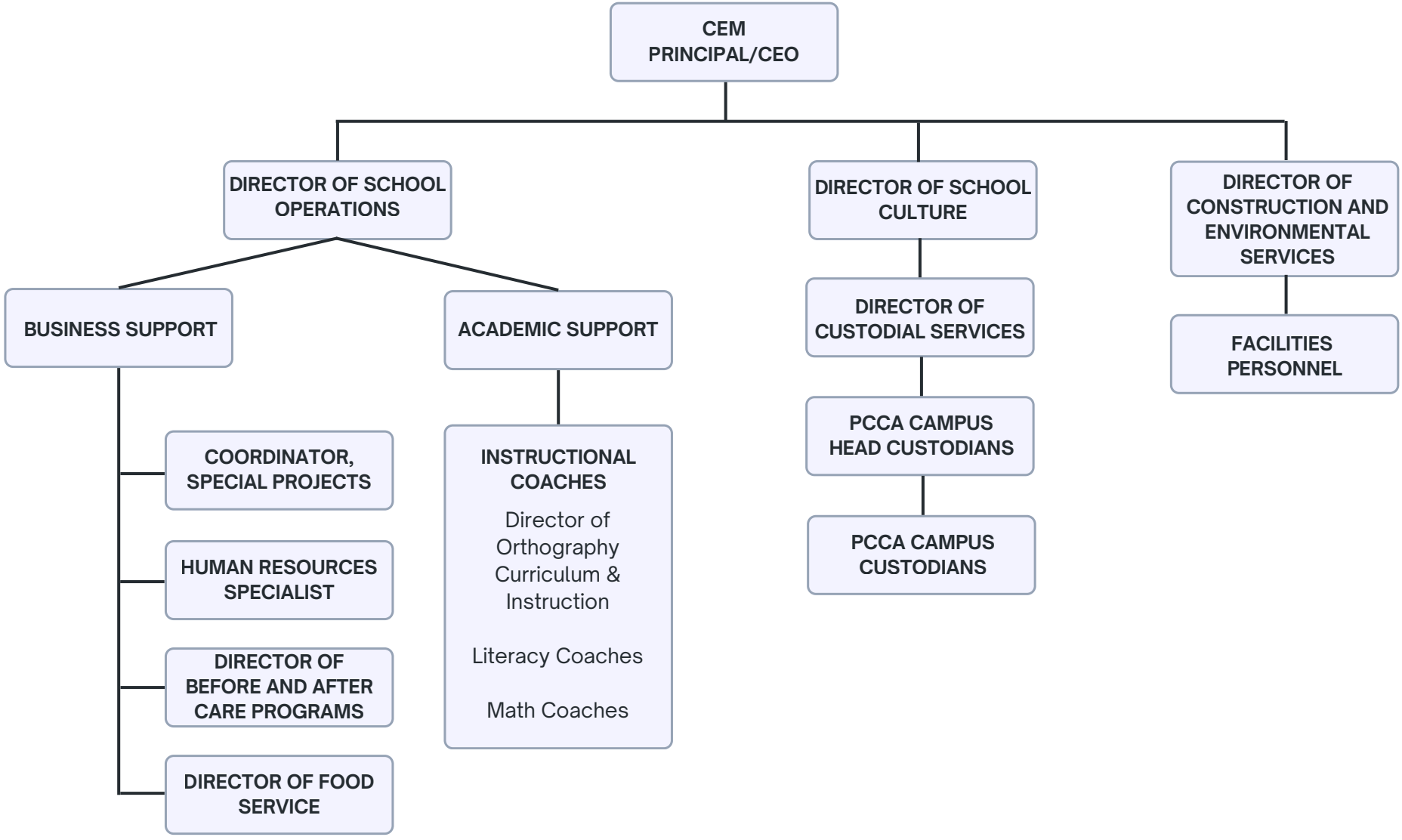
Sincerely,

Pam Stewart

PS/sm

cc: Stephanie Archer, Brevard County Public Schools

CLASSICAL EDUCATION MANAGEMENT (CEM) ORGANIZATIONAL CHART



Pineapple Cove Classical Academy			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
				Year 0 (Most Recent Year)				
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Brevard	PCCA- Palm Bay	6543	Active	1065/24.5%	A	$ 460,523.00	5%	No
Brevard	PCCA- West Melbourne	6554	Active	832/30.2%	A	$ 453,033.00	4.40%	No
Brevard	PCCA- Lockmar	6529	Active	724/24.9%	B	$ 85,118.00	1%	No

Pineapple Cove Classical Academy			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -1				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Brevard	PCCA- Palm Bay	6543	1067/24.9%	A	$ 614,460.00	6%	No
Brevard	PCCA- West Melbourne	6554	799/27%	A	$ 844,094.00	8%	No
Brevard	PCCA- Lockmar	6529	692/26%	B	$ 75,896.00	1%	No

Pineapple Cove Classical Academy			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -2				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Brevard	PCCA- Palm Bay	6543	1044/22.4%	A	$ 754,685.00	6.80%	No
Brevard	PCCA- West Melbourne	6554	796/31.3%	A	$ 744,665.00	8.40%	No
Brevard	PCCA- Lockmar	6529	562/26.9%	B	$ 139,304.00	2.30%	No

Pineapple Cove Classical Academy			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -3				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Brevard	PCCA- Palm Bay	6543	1027/11.6%	B	$ 454,804.00	4.20%	No
Brevard	PCCA- West Melbourne	6554	823/27.3%	A	$ 822,982.00	9.90%	No
Brevard	PCCA- Lockmar	6529	NA	NA	NA	NA	NA

Pineapple Cove Classical Academy			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -4				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Brevard	PCCA- Palm Bay	6543	919/12.3%	A	$ 566,593.00	6.30%	No
Brevard	PCCA- West Melbourne	6554	648/18.1%		$ 859,262.00	13.40%	No
Brevard	PCCA- Lockmar	6529	NA	NA	NA	NA	NA

Classical Education Management, LLC			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
				Year 0 (Most Recent Year)				
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Brevard	PCCA- Palm Bay	6543	Active	1065/24.5%	A	$ 460,523.00	5%	No
Brevard	PCCA- West Melbourne	6554	Active	832/30.2%	A	$ 453,033.00	4.40%	No
Brevard	PCCA- Lockmar	6529	Active	724/24.9%	B	$ 85,118.00	1%	No

Classical Education Management, LLC			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -1				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Brevard	PCCA- Palm Bay	6543	1067/24.9%	A	$ 614,460.00	6%	No
Brevard	PCCA- West Melbourne	6554	799/27%	A	$ 844,094.00	8%	No
Brevard	PCCA- Lockmar	6529	692/26%	B	$ 75,896.00	1%	No

Classical Education Management, LLC			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -2				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Brevard	PCCA- Palm Bay	6543	1044/22.4%	A	$ 754,685.00	6.80%	No
Brevard	PCCA- West Melbourne	6554	796/31.3%	A	$ 744,665.00	8.40%	No
Brevard	PCCA- Lockmar	6529	562/26.9%	B	$ 139,304.00	2.30%	No

Classical Education Management, LLC			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -3				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Brevard	PCCA- Palm Bay	6543	1027/11.6%	B	$ 454,804.00	4.20%	No
Brevard	PCCA- West Melbourne	6554	823/27.3%	A	$ 822,982.00	9.90%	No
Brevard	PCCA- Lockmar	6529	NA	NA	NA	NA	NA

Classical Education Management, LLC			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -4				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Brevard	PCCA- Palm Bay	6543	919/12.3%	A	$ 566,593.00	6.30%	No
Brevard	PCCA- West Melbourne	6554	648/18.1%		$ 859,262.00	13.40%	No
Brevard	PCCA- Lockmar	6529	NA	NA	NA	NA	NA

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and effective as of the last date set forth below, by and between Pineapple Cove Classical Academy at Brooksville, Inc., a Florida non-profit corporation ("SCHOOL") and Classical Education Management, L.L.C. a Florida limited liability company ("MANAGER").

RECITALS

A. SCHOOL is an existing charter school which has been approved by the Hernando County School District (the "Authorizing District" or "Sponsor") to operate a charter school pursuant to a Charter School Contract ("Charter Contract") in accordance with the Florida Statutes Section 1002.33 et. seq. and other laws applicable to Florida Charter Schools ("Applicable Laws") in Hernando County, Florida, under the name of "Pineapple Cove Classical Academy at Brooksville" ("Charter School").

B. After conducting all appropriate due diligence, including review of the experience of MANAGER'S staff, verification that the management fee is reasonable and consistent with the market for such services, and review of the need for educational management services, the SCHOOL agrees that it is in the best interest of SCHOOL to enter into this Agreement with MANAGER.

THEREFORE, the parties mutually agree as follows:

CONTRACTING RELATIONSHIP

1. **Recitals-**The forgoing recitals are true, correct and incorporated herein by reference.

2. **Authority and Compliance with Charter Contract and Applicable Laws-**The Charter School represents that it is authorized by law to contract with Manager and for Manager to provide management services to the Charter School. The parties acknowledge that all such services must be provided in accordance with the Charter Contract and all State and Federal laws governing public charter schools (referred to collectively herein as "Applicable Laws"). The Parties acknowledge that this Agreement is contingent on approval of the Charter Contract by the Sponsor. In the event the Sponsor expresses concerns regarding any of the provisions in this Agreement, the Parties agree to work together and with the Sponsor to resolve such concerns.

2.1 **Tax Exempt Bonds Compliance**– The Manager and the Charter School acknowledge that this Agreement is intended to be a service agreement in which the Manager operates the Facility (as hereinafter defined). Accordingly, the Manager does not bear the risk of loss upon damage or destruction of the managed property (for example, due to force majeure). The Manager further agrees that it will not claim on any filing with the Internal Revenue Service any depreciation or amortization deduction, investment tax credit, or deduction for any payment as rent with respect to the facilities, or take any other position in any filing with the Internal Revenue Service that is inconsistent with its role as a service provider to the Charter School under this Agreement.

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3. **Agreement-**Manager's obligations to the Charter School and rights with respect to the operation of the Charter School shall be only as expressly set forth in this Agreement. Duties required to be carried out for the operation of the Charter School which are not expressly set forth herein as being Manager's responsibility shall remain the sole responsibility of the Charter School's Governing Board. Notwithstanding the foregoing, Manager acknowledges that it shall be engaged by the Board to perform the services set forth in this Agreement on the basis of the knowledge and expertise of the Manager. Each party represents and warrants to the other that it has disclosed all matters relevant to the services Manager might provide to the Charter School.

4. **Designation of Agents-**The Board designates the employees of Manager as agents of the Charter School having a legitimate educational interest such that they are entitled to access to educational records under 20 U.S.C. §1232g, the Family Rights and Privacy Act ("FERPA") and other applicable law. The Board hereby authorizes Manager to communicate with and negotiate on the Board's behalf with all Federal, state and local government agencies and the Sponsor unless specifically instructed otherwise by the Charter School. Manager shall communicate with the Charter School prior to its communication and negotiation with any Federal, state and local governmental agency on behalf of the Board to ensure no duplication of efforts.

5. **Status of the Parties-**Manager is a Florida limited liability company and is not a division or a part of the Charter School. The Charter School is a Florida non-profit corporation, authorized by the Charter to operate a charter school and is not a division or part of Manager. Neither members nor employees of Manager, nor members of the families of the members and employees of Manager, as those relationships are defined by Florida Statutes, §1002.33, shall sit on the Board or serve as officers of the Charter School. The parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor and does not create an employer-employee relationship. Except as expressly provided in this Agreement, no agent or employee of Manager shall be deemed to be an agent or employee of the Charter School. Manager shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between Manager and the Charter School is based solely on the terms of this Agreement, and the terms of any other written agreements between Manager and the Charter School, which in all cases shall ensure an "arms-length" performance-based relationship exists between the Board and Manager.

6. **Background Screening-**Manager agrees that each of its owners, board members, officers, employees, and agents who will be accessing Charter School grounds when students are present or who have direct contact with students, will undergo and meet Level 2 screening and fingerprint requirements as described in Fla. Stat. §§ 1012.32 and 435.04 and as conducted by the Charter School or Sponsor. Manager also agrees that any of its employees or contractors handling funds or finances of the Charter School will be subjected to the screening and fingerprinting requirements required by law for such positions.

7. **No Related Parties or Common Control**–The Manager shall not have any role or relationship with the Charter School that, in effect, substantially limits the Charter School's ability to exercise its rights, including termination rights, under this Agreement. The Charter School and the Manager shall not be members of the same control group, as defined in Section 1.150-1(e) of the Treasury Regulations under the 1986 Applicable Laws, or related persons, as defined in Section 144(a)(3) of the 1986 Applicable Laws. The Charter School and the Manager agree to ensure that throughout the Term: (i) no voting power of the governing body of the

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Charter School is vested in the directors, officers, shareholders, partners, members, and employees of the Manager; (ii) the governing body of the Charter School does not include the chief executive officer (or a person with equivalent management responsibilities) of the Manager or the chairperson (or equivalent executive) of the Manager's governing body or any employee of the Manager; and (iii) the chief executive officer of the Manager is not the chief executive officer of the Charter School. For purposes of the preceding sentence, the phrase "Charter School" includes any of the Charter School's related parties (within the meaning of section 1.150-1(b) of the Treasury Regulations) and the term "Manager" includes any of Manager's related parties (within the meaning of section 1.150-1(b) of the Treasury Regulations).

8. **Proprietary Rights and Intellectual Property**-The Charter School will own all proprietary rights to curriculum or educational materials that are developed on its behalf or paid for by the Charter School. Manager shall own all proprietary rights to, and the Charter School's proprietary interest shall not include, systems, procedures and other intellectual property that are developed or copyrighted or similarly protected by Manager that are both directly developed and paid for by Manager.

9. **No Disparagement-**The parties agree that a good working relationship involves mutual respect and decorum. Therefore, during the Term of this Agreement, no party will make (or cause or encourage anyone else to make) any disparaging, untrue, or misleading written or oral statements about or relating to the other party or about or relating to any officer, director, shareholder, agent, employee, or other person acting on such party's behalf. This provision is not intended to prevent or curtail truthful and factual statements made in order to redress issues related to performance of duties under this Agreement by either Party.

RESPONSIBILITIES AND SERVICES OF MANAGER

10. **Attendance of Governing Board Meetings and Communication with Governing Board-**A representative of Manager shall attend all meetings of the Board. The Manager will coordinate with the chairperson of the Board and Charter School Principal as to items that need to be placed on the Agenda. The Manager will also coordinate with the Board as to its schedule and arrange for proper notice of Board meetings as such notice is required by the Charter Contract and Applicable Laws. The Manager will provide monthly financial reports to the Board, as described herein. The Manager will also provide back-up items to the Board a sufficient number of days prior to each Board Meeting to allow for review by Board Members to be prepared for the Board Meeting.

11. **Administrative Services-**Except as otherwise provided herein for the Planning Year, defined below, for the Term of this Agreement, subject to the Charter School Contract and the approval of the Board of Directors of SCHOOL (the "Board"), MANAGER will provide to SCHOOL for the Charter School the following administrative services (the "Administrative Services"):

11.1 **Personnel Management-**Management and professional development of all personnel providing Educational Services and Administrative Services in accordance with this Agreement. All Charter School personnel shall be employees of SCHOOL. MANAGER will assist the SCHOOL Board in hiring and evaluation of all instructional and non-instructional personnel, including the School Leader. However, the final evaluation and hiring decisions will

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be made by the Board, and as appropriate, the School Leader. MANAGER will also make recommendations regarding firing and disciplinary decisions, but responsibility for final decisions on such matters shall be for the School Leader and SCHOOL Board, as appropriate.

11.2 **Facility Operation and Maintenance-**Coordination with entities with which MANAGER contracts on behalf of SCHOOL for the Charter School for the provision of operation and maintenance services for the Charter School's facility (the "Facility") to the extent consistent with any and all documents pertaining to the Facility, together with the management and assessment of the services provided under such contracts and/or the supervision of employees involved in providing such services.

11.3 **Business Administration**-Administration of all business aspects of SCHOOL operation, including by way of example and not limitation, financial management, compliance management, and management of equipment/furniture/property. Administration of business by MANAGER will only be conducted as allowed by the Charter Contract.

11.4 **Public Relations**-Coordination and assistance with any and all advertising, media and public relations efforts, including outreach programs. All public relations will be subject to the mutual approval by SCHOOL and MANAGER, which approval may not be unreasonably withheld.

11.5 **Budgeting, Budgeting Process, Financial and Other Reporting–** Preparation of a proposed annual budget ("Charter School Budget") for each School Year, subject to the reasonable approval of the Board acting in its fiduciary capacity. For purposes of this Agreement, the term "School Year" shall have the meaning as provided in the application for the Charter School Contract submitted to and approved by the Authorizing District. The projected Charter School Budget shall include, but is not be limited to, the financial details relating to the Educational Services and Administrative Services to be provided pursuant to this Agreement, any proposed capital expenditures with respect to the Facility, each disposition of property with respect to the Facility, and any rates or fees charged for use of the Facility.

11.5.1 MANAGER shall deliver a draft of the Charter School Budget for each School Year to the Board not less than forty-five (45) days prior to the date on which the Charter School Budget for any School Year must be submitted to Authorizing District and/or any State governmental agency. The Board shall review the Charter School Budget within ten (10) business days following the receipt thereof (the "Budget Review Period") which review may include an independent evaluation of the Charter School Budget by such accountants, attorneys, and other financial advisors that the Board deems necessary or desirable. The Board shall deliver any comments or objections to the Charter School Budget prior to the expiration of the Budget Review Period. Within five (5) business days following the expiration of the Budget Review Period, the President of SCHOOL and the Chief Executive Officer of MANAGER shall reconcile any comments or objections made by the Board during the Budget Review Period. MANAGER and SCHOOL shall agree to a final Charter School Budget for each such year not later than two (2) business days prior to the date on which the Charter School Budget must be submitted to the Authorizing District and/or any other State governmental agency.

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11.5.2 Working in cooperation with the Board, MANAGER shall prepare, for Board approval, modifications or amendments to the Charter School Budget which may be necessitated by changes in projections or circumstances or the occurrence of unexpected events, which impact projected revenue and/or expense items contained in the approved Charter School Budget.

11.5.3 MANAGER shall provide the Board with an enrollment report stating the number of actual students enrolled at the Charter School (an "Enrollment Report"). If an Enrollment Report indicates that enrollment is lower than that which was projected in the Charter School Budget and such lower enrollment number shall materially adversely impact the Charter School Budget for such School Year, MANAGER shall propose a student recruitment plan to restore the enrollment level to the projected enrollment reported to the Authorizing District and or any other governmental agency prior to the commencement of the next following School Year.

11.6 **Employment of Directors of Operations, Facilities and Education-** Charter School and Manager recognize that the employment of a Director of Operations, a Director of Facilities, and a Director of Education is critical to the successful management of Charter School by Manager. Manager may give notice to Charter School at any time to hire one or more such positions, not to exceed one of each type of such positions referenced herein. The job descriptions for such positions shall be based on mutual agreement of Charter School and Manager. Upon receiving such notice, Charter School shall judiciously pursue the hiring of such positions, giving great deference to any individuals recommended by Manager for the positions. Manager shall retain the authority to require that Charter School terminate any such individual hired at any time, with or without cause. These individuals shall be employees of Charter School and shall in no respect be considered employees, officers, directors, or agents of Manager. While such employees are employed by the Charter School, Manager shall reimburse Charter School for 100% of the Salaries and Benefits of the Director of Facilities and Director of Education, and 50% of the Salaries and Benefits of the Director of Operations. "Salaries" shall mean the annual salaries of the Directors, including withholding and payroll taxes. "Benefits" shall mean the actual cost to Charter School of providing benefits to these employees. The Salaries and Benefits of each such employee, and any change to the Salaries and Benefits of each such employee, must be mutually agreed upon by Charter School and Manager in writing. Each month during the Term of this Agreement, Charter School shall invoice to Manager the costs of any Salaries and Benefits for such employees incurred by Charter School during the previous month. Upon receipt of such an invoice, Manager shall have ten (10) business days to pay the amounts owing to Charter School as reimbursement for Salaries and Benefits. Manager reserves the right at any time to provide notice to the Charter School of its intent to employ one or more of such individuals directly as part of its Administrative Services. In such event, such individual(s) will no longer be employees of the Charter School, and Manager will no longer reimburse Charter School for the Salaries and Benefits of such individuals.

11.7 Other information on a periodic basis reasonably necessary to enable SCHOOL to monitor MANAGER's performance under this and related agreements including the effectiveness and efficiency of its operations at SCHOOL.

12. **Maintenance of Financial and Student Records-**MANAGER will maintain accurate financial and student records pertaining to its operation of SCHOOL, together with all SCHOOL

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financial records prepared by MANAGER. Such records will be the property of SCHOOL. Such records shall be maintained by MANAGER at SCHOOL in physical or electronic form and will be made available to the Authorizing District and the SCHOOL Governing Board's Auditor within no more than 48 hours of a request. Such records shall otherwise be made available and retained in accordance with Florida's Public Records Act.

12.1 MANAGER will maintain accurate student records pertaining to the students enrolled at the Charter School as is required and in the manner provided by the Charter School Contract, the Applicable Laws and applicable laws and regulations and retain such records permanently on behalf of SCHOOL or until this Agreement or its successor (if any) is terminated, at which time such records will be transferred to SCHOOL and become the sole responsibility of the Board. MANAGER and SCHOOL will maintain the proper confidentiality of personnel, students and other records as required by law and the Charter Contract.

12.2 SCHOOL shall be entitled at any time upon reasonable written notice to MANAGER to audit the books and records of MANAGER pertaining to its operation of the Charter School pursuant to this Agreement (including, without limitation, the financial records relating thereto), provided that any such audit shall be at the sole expense of SCHOOL.

13. **Provision of Administrative Services during the Planning Year and School Operational Years**-The Administrative Services will be provided in a manner consistent with the Educational Program, the Applicable Laws and the Charter School Contract with the Sponsor. The parties acknowledge that the 2017-18 School Year will be a Planning Year for the SCHOOL, and the SCHOOL will begin its operations in the 2018-19 School Year. During the Planning Year, Manager will provide assistance to the SCHOOL with respect to school site location and development, actions necessary for school start-up and will work with the SCHOOL to provide reporting that may be due during the Planning Year and after the effective date of the Charter Contract.

14. **Budgeting for Administrative Services**-MANAGER will be responsible and accountable to the Board for the provision of all Administrative Services, provided, that such obligations, duties and responsibilities are expressly limited by the Charter School Budget. MANAGER will not be required to expend funds on such services in excess of the amounts set forth in such Charter School Budget.

15. **Place of Performance; Subcontracting**. MANAGER may provide administrative services either at the Charter School Facility or elsewhere, or through subcontracts at its own expense and with Board approval, unless prohibited by the Charter School Contract, the Applicable Laws and other applicable laws and regulations.

16. **Other Charter Schools-**The Charter School acknowledges that Manager may enter into similar management agreements with other charter schools and/or charter school-related entities. The performance of Manager's duties for any other charter school shall not interfere with the performance of Manager's duties under this Agreement, and Manager shall be sufficiently staffed to accommodate all charter schools with which it has contracted to manage at no additional cost or expense to Charter School. Manager shall maintain separate accounts for expenses incurred by and behalf of the Charter School and such other charter schools, and shall only charge the Charter School for expenses incurred by or on behalf of the Charter School.

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17. **Authority**-By this Agreement, SCHOOL provides MANAGER such authority and power as is reasonably necessary or proper for MANAGER to undertake its responsibilities, duties and obligations provided for in this Agreement, except in cases wherein such authority may not be delegated by the Applicable Laws and other applicable laws and regulations.

RESPONSIBILITIES OF SCHOOL

18. **Good Faith Obligation**-The Board shall be responsible for its fiscal and academic policy of the Charter School. The Board shall exercise good faith in considering the recommendations of Manager, including but not limited to, Manager's recommendations concerning policies, rules, regulations and budgets. The Board remains ultimately responsible for fiduciary oversight and management for the operations of the Charter School.

19. **Assistance to Manager-**The Charter School and Board shall cooperate with Manager in furnishing all information and submitting all forms and reports required in association with this Agreement, including timely notice of all Board meetings. The Charter School shall timely furnish Manager all documents and records necessary for Manager to properly perform its responsibilities under this Agreement. The Board will provide to Manager access to all account information for Charter School, as well as all information related to revenues received by the Charter School from any source.

20. **Unusual Events and Potential Charter Violations-**The Charter School agrees to timely notify Manager of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect Manager in complying with its responsibilities hereunder or compliance with the Charter Contract.

21. **Retained Authority-**The Board shall retain the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Charter School, including regulations relative to the conduct of pupils while in attendance at the Charter School or en route to and from the Charter School. The Board shall also retain all authority that cannot be delegated pursuant to Applicable Laws, including, without limitation, adoption of the budget, budget amendments and policies; hiring of independent financial auditor; and approval of contracts.

22. **Annual Review and Feedback to Manager**. The Board will annually review the Manager's performance and provide feedback on such performance to Manager at a publicly noticed meeting. Notwithstanding the foregoing, the parties recognize the importance of ongoing communication of expectations and feedback is critical to a successful working relationship. The Board will strive to communicate any concerns it may have throughout the year rather than reserve such comments for the Annual Review. The annual and continual feedback and review of Manager will be based, at a minimum, on the following: (1) Student academic performance and growth as measured by goals set forth in the Charter and any School Improvement Plan, as applicable; (2) Student enrollment and retention trends (3) Financial performance (based on budget reports and the annual audit); (4) Achievement of mission and vision; (6) Compliance with Sponsor, state, and local laws and regulations; and (7) Performance

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of all responsibilities in this Agreement. Inadequate performance as reported in an Annual Review shall be a basis for termination as set forth herein.

TERM, FEES, FEE PAYMENT AND REIMBURSEMENT

23. **Term**-This Agreement will be effective on the last date set forth below and shall remain in effect through the last day of the Charter Contract, as that term may be amended from time to time (the "Term"). This Agreement may be terminated by the SCHOOL prior to the expiration of the term as set forth in this Agreement.

24. **Renewal**-The Term of this Agreement will be renewed upon renewal of the Charter Contract and extend through the length of such renewed Charter Contract, unless, (i) written notice of intent to terminate or renegotiate is given by either party not less than 180 days prior to the expiration of the Term, or (ii) this Agreement is earlier terminated.

25. **Management Fee-** For the Term of this Agreement, Charter School shall pay Manager a management fee ("Management Fee") of $397 per full-time equivalent ("FTE") student enrolled at Charter School per year, payable in monthly installments. The number of full-time equivalent students enrolled at Charter School for purpose of this Agreement shall be the same as the unweighted FTE used for purposes of the Florida Education Finance Program ("FEFP") funding for the Charter School. Monthly installments shall be adjusted throughout the year based on adjustments made to the Charter School's FTE for FEFP funding purposes. The Management Fee may be adjusted for any school year upon the mutual, written agreement of the parties based on the percentage change in per student full-time equivalent funding provided to Charter School.

26. **Management Fee**-Beginning of the Effective Date, or July 2018, whichever is later, SCHOOL will pay MANAGER an annual fee equal to six percent (6%) of SCHOOL's Gross Revenue for each School Year ("Management Fee") in which the SCHOOL is in operation, payable in twelve monthly installments. The monthly payments shall be adjusted throughout the year to reflect actual Gross Revenue. For purposes of this Agreement the term "Gross Revenue" shall mean all receipts of SCHOOL of whatsoever kind or nature, excluding any proceeds from borrowings undertaken by SCHOOL.

27. **Order of Payment of Expenses and Fee Deferral and Forgiveness.** Expenses of the Charter School shall be paid each month in accordance with the approved Charter School Budget and in the following order of priority: (1) Facility Lease or any amounts due and payable by the Charter School pursuant to a loan agreement entered into with respect to bonds, (2) Salaries and Benefits, (3) other operating expenses, and (4) monthly prorated Management Fee. In the event there are insufficient funds to pay the monthly prorated Management Fee, such Fees shall be deferred and accrue (plus reasonable late interest charges) as an account payable until such time as there are sufficient funds to make payment. Such repayment shall occur no later than the end of five years after the original due date of the deferred payment.

28. **Order of Payment of Expenses and Fee Deferral and Forgiveness**. Expenses of the Charter School shall be paid each month in accordance with the approved Budget and in the following order of priority: (1) Facility Lease, (2) Salaries and Benefits, (3) other operating expenses, and (4) monthly prorated Management Fee for Services. In the event there are insufficient funds to pay Management Fees in a month to pay the monthly prorated Management

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Fee, such Fees will be deferred and accrue as an account payable until such time as there are sufficient funds to make payment. In the event that there are insufficient funds at the end of any fiscal year of the Charter School to pay the monthly or deferred Management Fees, such outstanding Management Fees shall be forgiven in full by Manager.

29. **Reimbursements**-In addition to the Management Fee, SCHOOL will reimburse MANAGER for all commercially reasonable costs incurred and paid by MANAGER in providing the Administrative Services to SCHOOL for the Charter School. MANAGER will not add any fees or charges to the costs of equipment, services, materials, or supplies that MANAGER purchases with SCHOOL funds, on behalf of SCHOOL or as SCHOOL's agent, from a third party vendor.

30. **Payments to MANAGER**-MANAGER will receive the monthly installment of its Management Fee on or before the fifteenth (15^{th}) day of each month (but in no event later than the date that SCHOOL receives payments from the State of Florida through the Authorizing District).

31. **No Transfer of Assets-N**o Charter School assets will be transferred to the Manager except for payment of the fee for services set forth herein, reimbursement of expenses as allowed by this Agreement and other assets transferred upon approval of Charter School Board and Manager and payment by Manager to Charter School of a fair market value for such assets.

32. **Other Revenue Sources**-SCHOOL and MANAGER may, together or independently, solicit and receive grants and donations from public and private sources consistent with the mission of the SCHOOL and in the name of the SCHOOL; provided, however, that (i) any solicitation of such grants by MANAGER that are in excess of One Hundred Thousand Dollars ($100,000) shall be subject to the prior approval of the Board, (ii) all such funds received by MANAGER or SCHOOL from such other revenue sources shall be deemed to be SCHOOL funds, and (iii) MANAGER shall not be required to administer any grants that are not specifically approved, in writing, by MANAGER, in advance.

SCHOOL EMPLOYEES AND TRAINING

33. **Personnel Responsibility**-Subject to the limitations of this Agreement, the Charter School Contract, the Applicable Laws and other applicable laws and regulations, MANAGER will partner with the charter board to assist in determine staffing levels, and to select, evaluate, assign, discipline, supervise, manage, transfer and terminate personnel necessary to carry out the Educational Services, the Administrative Services, the Supplemental Programs (if any) and all other services provided under this Agreement, all within the financial constraints of the Charter School Budget approved by the Board.

34. **Employment Status**-The Principal, teachers and support staff/non-instructional personnel selected by MANAGER and the Board pursuant to this Agreement ("Employees") will be employees of SCHOOL. MANAGER will be responsible for conducting all reference, employment checks, criminal background checks and unprofessional conduct checks on all employees and other personnel working or providing services at SCHOOL to the extent required under the Applicable Laws and other applicable laws and regulations. Upon request, MANAGER will provide or cause to be provided to SCHOOL documentary evidence of such

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background checks. In the event that SCHOOL and MANAGER agree in the future to an arrangement in which MANAGER leases employees to the School, the leasing company must accept full liability for benefits, salaries, worker's compensation, unemployment compensation and liability insurance for employees leased to SCHOOL or working on SCHOOL operations.

35. **Employee Benefits**-MANAGER will work with the Principal to develop a package of employee benefits that will be provided to SCHOOL Employees.

36. **Principal**-SCHOOL and MANAGER acknowledge and agree that the accountability of MANAGER to SCHOOL is an essential foundation of this Agreement, and the responsibility of the administrator of SCHOOL (the "Principal") is critical to the success of SCHOOL. The charter board and MANAGER will work together to select and supervise the Principal and hold the Principal accountable for the success of SCHOOL. MANAGER will recommend the employment contract with the Principal to the SCHOOL's Governing Board for its approval, including the proposed duties and compensation of the Principal. MANAGER will conduct an annual evaluation of the Principal for presentation to the Board. The Principal and MANAGER, in turn, will have similar authority to select and hold accountable the teachers and non-instructional staff who will be employed by the SCHOOL.

37. **Teachers**-MANAGER will work with the Principal to select the teachers for employment by SCHOOL. MANAGER and the Principal will determine the number and assignments of such teachers. Such teachers may work at SCHOOL on a full or part time basis. Each teacher assigned to SCHOOL will be qualified in his or her grade levels and subject areas, hold a valid teaching certificate issued by the Florida Department of Education under the Applicable Laws, to the extent required under the Applicable Laws and other applicable laws and regulations. The Principal will not make any hiring offers or terminate any teachers without prior consultation with the MANAGER. All teacher evaluations will be coordinated and conducted jointly with the MANAGER.

38. **Support Staff**-MANAGER will work with the Principal to select the support staff/non-instructional personnel for employment by SCHOOL. MANAGER and the Principal will determine the number and assignments of the support staff. Such support staff may include, among others, teachers' aides, clerical staff and administrative assistants to the Principal, bookkeepers and maintenance personnel. Such support staff may work at SCHOOL on a full or part time basis. The Principal will not make any hiring offers or terminate any support staff/non-instructional personnel without prior consultation with the MANAGER. All evaluations of such staff will be coordinated and conducted jointly with the MANAGER.

39. **Termination for Cause-** This Agreement may be terminated for cause by either party at any time upon the occurrence of ~~the~~ any of the reasons for Default following the requisite notice and time period for opportunity for cure, if applicable, as set forth in this Agreement, and provision of written notice of such termination of same to the other party. Notwithstanding anything herein to the contrary, the Manager shall continue to serve the Charter School hereunder for a minimum of ninety (90) days after a failure by the Charter School to make a Management Fee payment hereunder and the Manager shall not discontinue any services provided in connection with its management or administration of the Charter School due to the nonpayment of any Management Payments for such ninety (90) day period.

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DEFAULT AND TERMINATION

40. **Termination for Cause**-This Agreement may be terminated for cause by either party at any time upon the occurrence of the any of the reasons for Default, following the requisite notice and time period for opportunity for cure, if applicable, as set forth in this Agreement, and provision of written notice of such termination of same to the other party.

41. **Default**-In addition to the events of default ("Material Default") described above, the following shall be the only other events of Material Default under this Agreement:

41.1 The SCHOOL fails to make any payment due hereunder to the MANAGER within ten (10) days after the date such payment was due.

41.2 The SCHOOL materially breaches any of its other obligations under this Agreement and fails to cure such material breach within thirty (30) days after receipt of written notice of such breach.

41.3 MANAGER or SCHOOL commence any case or proceeding, or file any petition in bankruptcy, or for reorganization, liquidation or dissolution, or be adjudicated, insolvent or bankrupt, or apply to any tribunal for a receiver, intervener, conservator or trustee for itself or for any substantial part of its property; or if there shall be commenced against it any such action and the same shall remain un-dismissed for more than sixty (60) days.

41.4 MANAGER is found by an administrative or judicial body to have made fraudulent use of funds, or if an administrative or judicial body has revoked any license which is required for Manager to carry on its business and perform its obligations and functions under this Agreement.

41.5 MANAGER materially breaches this Agreement, which Material Breach would include, without limitation: (i) failure to account for the MANAGER's or SCHOOL's expenditures or pay the SCHOOL's operating costs (provided funds are available to do so), (ii) failure to follow policies, procedures, rules and curriculum duly adopted by the Board which is not in violation of this Agreement or Applicable Laws, (iii) receipt by the Board of unsatisfactory reports concerning MANAGER's performance or the performance of the staff which are not adequately corrected or explained to the satisfaction of the SCHOOL, (iv) failure of MANAGER to perform its duties and obligations under this Agreement as set forth in an Annual Review or as determined, in the discretion of the Board, including but not limited to MANAGER's failure to adequately advise the Board of its obligations to operate the Charter School, or (v) there is a going concern finding in an independent financial audit of the SCHOOL. In the event of a Material Breach, MANAGER shall have thirty (30) days after receipt of written notice from SCHOOL to remedy said breach, unless the SCHOOL approves a longer time to cure such breach.

42. **Termination or Non-Renewal of Charter**-If the Sponsor cancels, non-renews or otherwise revokes the Charter for the Charter School, MANAGER and SCHOOL agree that such cancellation, non-renewal or revocation shall result in termination of this Agreement.

Duties Upon Termination or Expiration-

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42.1 **Personal Property**-Upon termination or expiration of this Agreement, the MANAGER shall have the right to: (a) remove equipment and other assets owned or leased by MANAGER; or (b) the SCHOOL may retain such equipment or assets if it reimburses MANAGER for the actual cost, less depreciation, of any equipment purchased by Manager with MANAGER funds and used for purposes of the SCHOOL. Equipment and other assets purchased with SCHOOL or other public funds is owned by the SCHOOL and shall remain the property of the SCHOOL upon termination or expiration of this Agreement. Such equipment and other assets shall not be removed from the Charter School site.

42.2 **Proprietary Interests and Intellectual Property-**Ownership of intellectual property shall be as set forth in Paragraph 8. Upon termination or expiration of this Agreement for any reason, each party shall, within fifteen (15) days of the effective date of such termination, return, or at the request of the other party destroy, all curriculums, educational materials, and other legally protected intellectual property of such other party.

42.3 **No Disparagement**-In the event of any termination or notice of termination of this Agreement, the parties agree that no party will make (or cause or encourage anyone else to make) any disparaging, untrue, or misleading written or oral statements about or relating to the other party or about or relating to any officer, director, shareholder, agent, employee, or other person acting on such party's behalf. This provision is not intended to prevent or curtail truthful and factual statements made in order to redress issues related to performance of duties under this Agreement by either Party.

43. **Change in Law**-If any federal, State or local law or regulation, court or administrative decision or Attorney General's opinion, including any change in law or appropriations relating to charter schools (a "Change in Law") has a materially adverse effect on the ability of either party to carry out its obligations under this Agreement, such party, upon written notice, may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith and may include the use of a third party mediator for voluntary mediation, under the terms set forth in Paragraph 55, below. If the parties are unable to renegotiate the terms within 90 days after such notice and good faith negotiations, the party requesting the renegotiation may terminate this Agreement on 120 days' further written notice or at the end of a School Year, whichever is earlier.

INDEMNIFICATION AND INSURANCE

44. **Indemnification**- Each party to this Agreement does hereby indemnify, defend and hold harmless the other, and the Sponsor, and their respective boards of directors, partners, officers, employees, agents, representatives, and attorneys from and against any and all claims, actions, damages, expenses, losses or awards, including attorneys' fees and costs, which arise out of (i) the negligence or intentional acts or omissions of the other party, (ii) any action taken or not taken by the other party, or (iii) any noncompliance or breach by the other party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this subsection, "party" shall include the party's trustees, directors, officers, employees, agents, representatives and attorneys. Such indemnification may be achieved by the joint purchase of general liability and property insurance policies, or by such

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other means as the parties may mutually agree. This duty to indemnify shall survive termination of this Agreement. Nothing herein is intended as a waiver of sovereign immunity.

45. **Insurance Coverage-SCHOOL-**The SCHOOL shall maintain such insurance in the coverage amounts as may be required by the Charter Contract and such additional insurance as is commercially reasonable, with the Manager listed as an additional insured. Insurance for the building and related capital facilities remain the financial responsibility of the Board of the SCHOOL, and the Board shall cover its property with insurance.

46. **Insurance-MANAGER**-The MANAGER will maintain general liability insurance, including directors and officer's liability coverage with respect to performance of its duties pursuant to this Agreement, with the SCHOOL listed as an additional insured.

47. **Workers' Compensation Insurance**-Each party will maintain and pay for workers' compensation insurance as required by law, covering their respective employees.

48. **Notices of Insurance Coverage**-At the beginning of this Agreement, and no later than June 1 each year thereafter, each party shall provide to the other certificates of insurance evidencing the insurance required by this Agreement. Each party shall also, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Agreement. Each party shall comply with any information or reporting requirements required by the other party's insurers, to the extent reasonably practicable.

WARRANTIES AND REPRESENTATIONS

49. **Representations and Warranties of MANAGER**-MANAGER hereby represents and warrants to SCHOOL:

49.1 MANAGER is a duly organized limited liability company in good standing and is authorized to conduct business in the State of Florida, Manager will continue compliance with all registration and licensing requirements relating to conducting its business as required by this Agreement.

49.2 MANAGER has the authority under the Applicable Laws and other applicable laws and regulations to execute, deliver, perform this Agreement, and to incur the obligations provided for under this Agreement.

50. **Representations and Warranties of SCHOOL**-SCHOOL hereby represents and warrants to MANAGER:

50.1 SCHOOL is a duly organized non-profit corporation in good standing and is authorized to conduct business in the State of Florida, and that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement.

50.2 SCHOOL'S actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.

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51. **Mutual Warranties**-Each party to the Agreement warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

MISCELLANEOUS

52. **Dispute Resolution**-

52.1 In the event of any dispute between the parties hereto, the parties shall first attempt to settle the dispute through direct negotiation or informal mediation.

52.2 The parties may agree to voluntary mediation, with the cost of the mediator shared between the parties and each party paying the cost of its own attorney(s).

52.3 If the parties are unable to settle a dispute through direct negotiation or informal or formal voluntary mediation, the parties will be permitted to pursue their remedies in a court of competent jurisdiction.

53. **Costs and Attorneys' Fees**-If a party hereto fails to proceed with mediation or arbitration as provided herein or unsuccessfully seeks to stay such mediation or arbitration, or fails to comply with any arbitration award, or is unsuccessful in vacating or modifying the award pursuant to a petition or application for judicial review, the other party shall be entitled to be awarded costs, including reasonable attorneys' fees, paid or incurred by such other party in successfully compelling such arbitration or defending against the attempt to stay, vacate or modify such arbitration award and/or successfully defending or enforcing the award.

54. **Sole Agreement**-This Agreement supersedes and replaces any and all prior agreements and understandings between SCHOOL and MANAGER regarding the Charter School.

55. **Force Majeure**-Notwithstanding any other sections of this Agreement, neither party will be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike or other acts beyond its reasonable control, provided either party may terminate this Agreement in accordance with the termination provisions contained in this Agreement if sufficient grounds exist as provided in the Article of this Agreement governing termination

56. **Governing Law and Venue**-The laws of the State of Florida will govern this Agreement, its construction and the determination of any rights, duties and remedies of the parties arising out of or relating to this Agreement with venue lying solely in the county where the School is located.

57. **Agreement in Entirety**-This Agreement constitutes the entire agreement of the parties regarding the Charter School.

58. **Official Notices**-All notices and other communications required by the terms of this Agreement will be in writing and sent to the parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given

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by: (i) certified or registered mail, postage prepaid, return receipt requested, (ii) facsimile (with confirmation of transmission by sender's facsimile machine) or (iii) personal delivery. Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day thereafter). The addresses of the parties are:

To SCHOOL:	To MANAGER
Pineapple Cove Classical Academy at Brooksville, Inc. 3455 Norfolk Pkwy West Melbourne, FL, 32904 Attention: Governing Board Chair Tel: 321-499-2585	Classical Education Management, L.L.C. 1785 Eldron Blvd. Palm Bay, FL 32909 Attention: John Moran Tel: (321) 890-6050

59. **Assignment**- This Agreement shall not be assigned by either party without the prior written consent of the other party.

60. **Amendment**-This Agreement will not be altered, amended, modified or supplemented except in a written document approved by the Board, signed by authorized officers of both SCHOOL and of MANAGER and provided to the Sponsor for review and approval, as applicable and as required in the Charter Contract.

61. **Waiver**-No waiver of any provision of this Agreement will be deemed to be, nor will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

62. **No Third Party Rights**-This Agreement is made for the sole benefit of SCHOOL and MANAGER, and their affiliates, successors and assigns. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

63. **Capitalized Terms**- Capitalized terms shall have the meanings defined in the Contract unless otherwise defined herein.

64. **Survival of Termination**-All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

65. **Binding Effect; Counterparts**-This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original and all of which together shall be deemed one and the same instrument.

66. **Compliance with Florida's Public Records Act ("Act")**-In accordance with Section 119.0701, Florida Statutes, Manager will comply with the following requirements and the Act

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(Chapter 119, Florida Statutes) with respect to any records maintained by the Manager relating to the School and any other records maintained by Manager which are subject to such Act:

66.1 Provide the public with access to such records on the same terms and conditions that the School would be required to provide the records and at a cost that does not exceed the cost provided in the Act or as otherwise provided by Florida law.

66.2 Ensure that such public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by Florida law

66.3 Meet all requirements for retaining public records and transfer, at no cost, to the School all public records in possession of the Manager upon termination of the Agreement and destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. All records stored electronically must be provided to the School in a format that is compatible with the information technology systems of the School.

IN WITNESS WHEREOF, the undersigned have executed this Agreement, effective as of the last date set forth below.

"SCHOOL" Pineapple Cove Classical Academy at Brooksville, Inc.	"MANAGER" Classical Education Management, L.L.C.
By: _____ Printed Name: _____ Its: _____ Date: _____	By: _____ Printed Name: _____ Its: _____ Date: _____

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The School District of Hernando County, Florida
School Choice Department
919 North Broad St
Brooksville, FL 34601
Phone: (352) 797-7026
Fax: (352) 797-7126

HERNANDO SCHOOL DISTRICT

Learn it. Love it. Live it.

Superintendent: *Ray Pinder*
Board Chairperson: *Kayce Hawkins*
Vice Chairperson: *Shannon Rodriguez*
Board Members:
Michelle Bonczek
Susan Duval
Mark Johnson

February 24, 2026

Dear Dr. Cioffi,

Pursuant to s.1002.33(6)(b)2.a. F.S., a sponsor shall by a majority vote approve or deny an application no later than 90 calendar days after the application is received, unless the sponsor and the applicant mutually agree in writing to temporarily postpone the vote to a specific date, at which time the sponsor shall by a majority vote approve or deny the application.

The District School Board of Hernando County respectfully requests your agreement to the School Board action date of May 26, 2026, for the Pineapple Cove Classical Academy Brooksville application. This date allows sufficient time to adequately and thoughtfully review your charter application.

Our signature below indicates our mutual agreement.

Dawn Williams
Signature

Dawn Williams
Print Name

Signature of DSBPC Designee

MARK C. CIOFFI
Print Name

It is the policy of the Hernando County School District not to illegally discriminate or allow its employees to illegally discriminate on the basis of race, color, religion, national origin, age, sex, marital status, disability or GINA in its educational programs or employment practices.

FLORIDA DEPARTMENT OF EDUCATION

2024-25 School Grades as of September 8, 2025

Note: Pursuant to Rule 6A-1.09981, F.A.C, the grading scale for elementary schools is as follows: A=62% of points or greater; B=54% to 61% of points; C=41% to 53% of points; D=32% to 40% of points; and F=31% of points or less. Additionally, the grading scale for middle, high, and combination schools is as follows: A=64% of points or greater; B=57% to 63% of points; C=44% to 56% of points; D=34% to 43% of points; and F=33% of points or less.

District Number	District Name	School Number	Virtual Provider Number	School Name	Grade 3 English Language Arts Achievement	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Acceleration	Graduation Rate 2023-24	College and Career Acceleration 2023-24	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Grade 2025	Grade 2024	Informational Baseline Grade 2023	Grade 2022	Grade 2021	Grade 2019	Grade 2018	Grade 2017	Grade 2016	Informational Baseline Grade 2015	Grade 2014	Grade 2013	Grade 2012	Grade 2011	Grade 2010	Grade 2009	Grade 2008	Grade 2007	Grade 2006	Grade 2005	Grade 2004	Grade 2003	Grade 2002	Grade 2001	Grade 2000	Grade 1999	Was the collocated rule used?	Collocated Number	Charter School	Title I	Alternative/ESE Center School	School Type	Percent of Economically Disadvantaged Students
05	BREVARD	6543		PINEAPPLE COVE CLASSICAL ACADEMY	77	70	64	57	69	52	55	70	88	80	100	47	829	12	69	98	A	A	A	B	A	A	A	A	C																	N		YES	NO	N	04	24.5

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

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Rebecca Fishman Lipsey
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Pam Stewart
Commissioner of Education

July 11, 2018

Kelly Gunter, Director
Pineapple Cove Classical Academy
6162 Minton Road NW
Palm Bay, FL 32907-1979

Dear Ms. Gunter,

This letter serves as notification that the Florida Department of Education has verified that Pineapple Cove Classical Academy at Palm Bay (05-6543) meets the criteria for high-performing charter school status pursuant to section 1002.331, Florida Statutes.

If you have questions, please contact the Office of Independent Education and Parental Choice at 850-245-0502 or via email at charterschools@fldoe.org.

Thank you for your continued participation in our mission to improve the quality of educational options for Florida's students.

Sincerely,

Pam Stewart

Pam Stewart

PS/sm

cc: Stephanie Archer, Brevard County Public Schools

2025	2024	2023	2022
A	A	A	B

www.fldoe.org
325 W. Gaines Street | Tallahassee, FL 32399-0400 | 850-245-0505

FLORIDA DEPARTMENT OF EDUCATION
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Manny Diaz, Jr.
Commissioner of Education

September 16, 2022

Kelly Gunter
Director of School Operations
Pineapple Cove Classical Academy at West Melbourne
3455 Norfolk Parkway
West Melbourne, Florida 32904-8628

Dear Ms. Gunter:

This letter serves as notification that the Florida Department of Education has verified that Pineapple Cove Classical Academy at West Melbourne (05-6554) meets the criteria for high-performing charter school status pursuant to section 1002.331, Florida Statutes.

If you have questions, please contact the Office of Independent Education and Parental Choice at 850-245-0502 or via email at charterschools@fldoe.org.

Thank you for your continued participation in our mission to improve the quality of educational options for Florida's students.

Sincerely,

Manny Diaz, Jr.

MDJ/aje

cc: Rachel Roberts, Brevard Public Schools

Florida Charter School Application Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

Capacity Interview:
Applicants may have the opportunity to present their plan and demonstrate the team's capacity to open and maintain a high-quality charter school as well as to answer questions about their proposal. Any information or evidence from the capacity interview that is used by the sponsor as a basis for denial of the application must be properly documented by means of a recording or transcript.

The following definitions should guide the ratings:

Meets the Standard:	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
Partially Meets the Standard:	The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
Does Not Meet the Standard:	The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept or ability to meet the requirement in practice.

Authorizers are encouraged to align their application review process with the Florida Principles and Standards for Quality Authorizing.

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

DENY	APPROVE
☐	■

Name of Person Completing Assessment: Dawn Williams Date: 4/17/2026

Title: Supervisor of School Choice

Signature: Dawn Williams

I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

1. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

Statutory References:
s. 1002.33(2)

Evaluation Criteria:
A response that meets the standard will present:

- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
■	☐	☐

Strengths	Reference
Mission and vision are clear, laying the framework for fostering a classical, liberal arts based educational experience. Educational priorities listed promote a well-rounded student.	
Concerns and Additional Questions	**Reference**

2. **Target Population and Student Body**

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school's charter.

Statutory Reference(s):
s. 1002.33(10)

Evaluation Criteria:
A response that meets the standard will present:

- A clear description of the students the charter school intends to serve including any target populations in accordance with Florida law.
- Alignment of the targeted student body with the overall mission of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	■	☐

Strengths	Reference
The application establishes the proposed location of the school within one of the highest growth areas of Hernando County. The application cites prior successful operator experience as the justification for opening initially as a K–8 school and then adding high school grades in later years. And the application acknowledges compliance with specific statutes governing student admission and enrollment.	Application pages 14-17 See also F.S. 1002.33(10)

Concerns and Additional Questions	Reference
Anticipated fund balances based on revenue projections must rely on accurate enrollment projections. However, the application does not provide evidence to support the enrollment projections, which appear to be overly optimistic. Not only does the projected enrollment in Year 1 exceed the total combined enrollment of all other charter schools in the county, but it is also questionable whether enough new housing planned in the vicinity will be completed in time to support the enrollment projected in Year 1. Additionally, the application does not contain a description of controls that will safeguard finances with respect to projected enrollment trends. Rather, the application states, *"Should enrollment come in lower than anticipated, the school will re-evaluate budgets and enrollment projections early in the application period to best meet projections or make appropriate changes as needed."* There is no clear indication of how long the Applicant intends to wait to validate either the projected enrollment or the finances that depend on such enrollment.	Application pages 15-16 See also F.S. 1002.332(2)(b)2

3. Educational Program Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Statutory Reference(s):
s. 1002.33(7)(a)2.

Evaluation Criteria:
A response that meets the standard will present an educational program design that:

- An educational program design that:
  - Is clear and coherent;
  - Is based on effective, experience or research-based educational practices and teaching methods, and high standards for student learning;
  - Aligns with the school's mission and responds to the needs of the school's target population, and
  - Is likely lead to improved student performance for the school's target population.
- A proposed daily school schedule and annual calendar that complies with statutory requirements for annual number of instructional minutes/days and aligns with priorities and practices described in the educational program design.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	X	☐

Strengths	Reference

Concerns and Additional Questions	Reference
Both the Application and Interview did not clearly describe the Charter's Reading Plan. The response provided during the capacity interview stated they would use the district plan but use their own materials. This does not align with FDOE directives. The plan did not provide any explanation of how students would be provided instruction for intervention purposes, nor was the intervention resources ESSA Rated as required by FDOE. s. 1002.33(7)(a)2. "The curriculum and instructional strategies for reading must be consistent with the state's academic standards and grounded in scientifically based reading research."	Pg.237 and Attachment D, Capacity Interview, 1003.4201 Comprehensive system of reading instruction Each school district must develop, and submit to the district school board for approval, a detailed reading instruction plan that outlines the components of the district's comprehensive system of reading instruction. The plan must include all district schools, including charter schools, unless a charter school elects to submit a plan independently from the school district. A charter school plan must comply with all of the provisions of this section and must be approved by the charter school's governing body and provided to the charter school's

	sponsor.

4. **Curriculum Plan**

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

Statutory Reference(s):
s. 1002.33(6)(a)2.; s. 1002.33(6)(a)4.; s. 1002.33(7)(a)2.; s.1002.33(7)(a)4.

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is well-aligned with the school's mission and educational philosophy;
- Provides an emphasis on reading;
- Will enable students to attain Florida standards and receive a year's worth of learning for each year enrolled; and
- Will be appropriate for students below, at, and above grade level.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	X	☐

Strengths	Reference

Concerns and Additional Questions	Reference
Primary curriculum is based on Common Core benchmarks.	1003.41, 1008.25, ELA B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS, mathbeststandardsfinal.pdf

5. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

Statutory Reference(s):
s. 1002.33(6)(a)3.; s.1002.33(7)(a)3.; s.1002.33(7)(a)4.; s.1002.33(7)(a)5.

Evaluation Criteria:
A response that meets the standard will present:

- An understanding of academic accountability provisions and goals mandated by the state.
- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.
- Acknowledgement of and general plan to meet FERPA requirements.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
■	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

6. **Exceptional Students**

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(16)(a)3.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the programs, strategies and supports the school will provide to students with disabilities that will ensure appropriate access for students with disabilities and that the school will not discriminate based on disability.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.
- A comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs through the IEP process.
- An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
■	☐	☐

Strengths	Reference
Pineapple Cove's stated ESE caseload of 20 students per teacher is commendable.	Capacity Interview, 34 CFR SS 300.101

Concerns and Additional Questions	Reference
Concern about one gifted teacher to support K-12 for all three Pineapple Cove Charters. While secondary is easily addressed through advanced placement, elementary tends to require a more direct service. This would need to be addressed moving forward.	FS 6A-6.03019, Capacity Interview

7. English Language Learners

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):
s. 1002.33(10)(f)

Evaluation Criteria:
A response that meets the standard will present:

- Demonstrated understanding of legal obligations regarding the education of English Language Learners.
- A comprehensive and compelling plan for educating English Language Learner students that reflect the full range of programs and services required to provide all students with a high-quality education.
- A clear plan for monitoring and evaluating the progress of ELL students, including exiting students from ELL services.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English Language Learners.
- A realistic enrollment projection (ELL) and a staffing plan that aligns with the projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
■	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

8. **School Culture and Discipline**

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

Statutory Reference(s):
s. 1002.33(7)(a)7.; s. 1002.33(7)(a)11.

Evaluation Criteria:
A response that meets the standard will present:

- A planned school culture that is consistent with the school's mission and congruent with the student discipline policy.
- An approach to classroom management and student discipline that is consistent with the overall school culture and philosophy.
- Recognition of legal obligations and children's rights related to enforcing student discipline, suspension, and recommended expulsion, including the school's code of conduct, if available.
- Consideration of how the code of conduct will apply to students with special needs.
- Appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
■	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

9. Supplemental Programming

The Supplemental Programming section should describe extra and co-curricular activities offered by the school. This section is optional.

Statutory Reference(s):
NA

Evaluation Criteria:
A response that meets the standard will present:

- A clear description of extra- and co-curricular activities that support, and do not detract from, the educational program.
- Evidence of an adequate funding source for extra- and co-curricular activities.
- Lack of supplemental programming may not be a basis for denial.

Strengths	Reference
N/A	

Concerns and Additional Questions	Reference
N/A	

II. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

10. Governance

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

Statutory Reference(s):
s. 1002.33(7)(a)15.; s. 1002.33(9)

Evaluation Criteria:
A response that meets the standard will present:

- A governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board's roles, powers, and duties that are consistent with overseeing the academic, organizational, and financial success of the school.
- Appropriate delineation between governance and school management roles.
- At least the core of the Governing Board is identified that has a wide range of knowledge and skills needed to oversee a charter school.
- A board structure (e.g. bylaws and policies concerning member selection, committees, meeting frequency) that supports sustainable and effective school governance.
- Evidence that applicant understands and intends to implement open meeting and records laws.
- Clear policy and plan for dealing with conflicts of interest.
- Appropriate and clear role for any advisory bodies or councils if included.
- An outline of a grievance process (or policy) that will simultaneously address parent or student concerns and preserve appropriate governance and management roles.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
■	☐	☐

Strengths	Reference
The organization has plans to organize as a corporation in the state of Florida upon approval of a contract with the District, including filing Articles of Incorporation. The organization will file a tax-exempt status determination letter once a contract is approved. The Bylaws were amended in 2024. The organization has a plan for identifying conflicts of interest for its employees. The organization has identified members whom it seeks to serve on the board. The board structure includes appropriate policies concerning meeting procedures and frequency. The board structures maintain defined board composition as it relates to terms, and areas of expertise several members are to possess. Board member development and orientation are detailed. The process for addressing Conflicts of Interest are included. The board structure will be the same as	

that of other Pineapple Cove schools in Brevard County. Public meetings will be posted at minimum 48 hours prior to the meeting on the school website. The organization will comply with open meeting and public records laws. The school representative for the grievance process will be posted on the website and will be accessible to parents and students. The governance structure demonstrates separation of duties between the governing board and the principal.	

Concerns and Additional Questions	**Reference**

11. Management and Staffing

The Management and Staffing section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

Statutory Reference(s):
s. 1002.33(7)(a)9.; s. 1002.33(7)(a)14.

Evaluation Criteria:
A response that meets the standard will present:

- An organizational chart or charts that clearly and appropriately delineate lines of authority and reporting.
- A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- Identification of a highly-qualified school leader or a sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining highly-qualified and appropriately-certified instructional staff.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
■	☐	☐

Strengths	Reference
Administrative leadership positions will include roles such as Student Services Coordinator, Guidance Counselors, and Registrar. These staff members support the administrative and student services functions of the school while classroom teachers report through the instructional leadership structure.	11C. Management Structure

Concerns and Additional Questions	Reference

12. Human Resources and Employment

The Human Resources and Employment section should define the policies and procedures that frame the school's relationship with its staff.

Statutory Reference(s):
s. 1002.33(7)(a)14.; s. 1002.33(12)

Evaluation Criteria:
A response that meets the standard will present:

- A clear explanation of the relationship between employees and the school.
- Description of the school leader and teacher evaluation plans, or outline of such plans, which align with the Student Success Act as defined by state law.
- A compensation and benefits plan or outline of such a plan that is aligned with Florida's Student Success Act, and will attract and retain quality staff.
- Procedures that are likely to result in the hiring of highly-effective personnel.
- Policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.
- An effective plan to address any leadership or staff turnover.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
■	☐	☐

Strengths	Reference
Employees will also receive benefits including health insurance, dental insurance, and supplemental insurance options. The school anticipates contributing approximately $450 per month toward employee insurance coverage and 3% of salary toward a retirement plan; however, that does not seem like a realistic estimate for a robust benefits package.	12C. Compensation Structure

Concerns and Additional Questions	Reference

13. Professional Development

The Professional Development section should clearly describe the proposed expectations and opportunities for administrators, teachers, and other relevant personnel.

Statutory Reference(s):
NA

Evaluation Criteria:
A response that meets the standard will present:

- Professional development activities for administrators and instructional staff that align with the educational program and support continual professional growth as well as growth in responsibilities related to specific job descriptions.

Strengths	Reference
N/A	

Concerns and Additional Questions	Reference
N/A	

14. Student Recruitment and Enrollment

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

Statutory Reference(s):
s. 1002.33(7)(a)7.; s. 1002.33.(7)(a)8.; s. 1002.33(10)

Evaluation Criteria:
A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.
- A plan and process that will likely result in the school meeting its enrollment projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
■	☐	☐

Strengths	Reference
The admission process is open, fair and in accordance with applicable law.	

Concerns and Additional Questions	Reference
While the plan for recruiting students is comprehensive and multi-faceted, it seems doubtful the projected enrollment for Year 1 will be met for reasons cited under concerns in Section 2: Target Population and Student Body.	Application pages 15-16 See also F.S. 1002.332(2)(b)2

15. Parent and Community Involvement

The Parent and Community Involvement section should provide a broad overview of the school's plans to encourage and support parental and community involvement.

Statutory Reference(s):
NA

Evaluation Criteria:
A response that meets the standard will present:

- A general conception of how parents will be involved with the school that aligns with the school's mission and provisions of the educational program. A detailed plan may be developed following approval.

Strengths	Reference
N/A	

Concerns and Additional Questions	Reference
N/A	

III. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school's finances. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports effective implementation of the educational program.

16. Facilities

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Statutory Reference(s):
s. 1002.33(7)(a)13.; s. 1002.33(18)

Evaluation Criteria:
If a facility is acquired, reviewers will look for:

- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school's opening OR a timeline to ensure the facility will be in compliance and ready by school's opening.
- A facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

If a facility is not yet acquired, reviewers will look for:

- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	■	☐

Strengths	Reference
Citing the development, construction, and continued operation of three previous schools, the applicant clearly has a realistic sense of facility needs.	Application pages 105, 106, and 401

Concerns and Additional Questions	Reference
The application provides neither a cost estimate nor a basis for estimating the cost of the anticipated facility needs. The Applicant stated in the Capacity Interview that the cost to build a 40-classroom school, including land acquisition and construction, is expected to be approximately $13 million, financed by tax-exempt bonds. The Applicant further stated the school expects to construct, in Year 5 (2031), a 16-classroom addition and a gymnasium for approximately $9 million. These estimates fall well below current market costs for typical school construction.	Application pages 105, 106, and 417 See also F.S. 1002.332(2)(b)3

The application contains no evidence of either: 1) the amount budgeted for debt service being adequate to fund the anticipated facility needs, or 2) the financial history of the replicated charter school(s).	

17. Transportation

The Transportation section should describe how the school will address these services for its student body.

Statutory Reference(s):
s. 1002.33(20)

Evaluation Criteria:
A response that meets the standard will present:

- An outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
■	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

18. Food Service

The Food Service section should describe how the school will address these services for its student body.

Statutory Reference(s):
s. 1002.33(20)(a)1.

Evaluation Criteria:
A response that meets the standard will present:

- A food service plan that will serve all students and makes particular provisions for those students who may qualify for free or reduced price lunch.
- A food service plan that places an emphasis on quality, healthy foods.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
■	☐	☐

Strengths	Reference
Self-prep Kitchen/Participating in National School Lunch Program	Pg. 106

Concerns and Additional Questions	Reference

19. School Safety and Security

The School Safety and Security section should provide a description of the school's plan to ensure the safety and security of its students and faculty.

Statutory Reference(s):

s. 1002.33(7)(a)11; s. 1002.33(16)(b)8, 12, and 14

Evaluation Criteria:

A response that meets the standard will present:

- A plan that reasonably ensures the safety of students and staff and the protection of the school facility and property. Note that a fully-developed plan will be completed after approval of the application.
- A description of how the school plans to comply with the requirement that at least one safe-school officer is present while school is in session.
- Procedures that clearly demonstrate a plan to respond to active assailant incidents.
- A description of how the school plans to train school staff to respond to active assailant incidents.
- A description of how the school will establish a team to assess and intervene with individuals whose behavior may post a threat to the safety of staff or students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
■	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

20. **Budget**

The Budget section should provide financial projections for the school over the term of its charter.

Statutory Reference(s):
s. 1002.33(6)(a)5.; s. 1002.33(6)(b)2.

Evaluation Criteria:
A response that meets the standard will present:

- Budgetary projections that are consistent with and support all key aspects of the application, including the school's mission, educational program, staffing plan, and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	■

Strengths	Reference

Concerns and Additional Questions	Reference
The proposed budget raises questions about its practicality, adequacy, and how well it supports the school's operational needs. Several expense categories seem underestimated, particularly health insurance, staff & student technology, furniture & equipment, repairs & maintenance and contingency funds. While some revenue assumptions such as capital outlay and local tax revenues are overestimated and premature.	Attachment X & Y 1002.33(6)(a)5.; 1002.33(6)(b)1
The projected enrollment figures, which directly affect revenue estimates, appear overly optimistic when compared to similar school openings and current district charter enrollments. They also rely heavily on anticipated future housing developments instead of current demographic numbers for the mostly rural area of the proposed location.	91, Attachment W & X 1002.33(6)(a)5.; 1002.33(6)(b)1
Food service salaries appear significantly underestimated given the need to employ five workers as outlined in the staffing plan.	91, Attachment X 1002.33(6)(a)5.; 1002.33(6)(b)1
Debt service projections for the costs of the tax-exempt bond issue are insufficiently explained.	105 & 110 1002.33(6)(a)5.; 1002.33(6)(b)1

21. Financial Management and Oversight

The Financial Management and Oversight section should describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.

Statutory Reference(s):
s. 1002.33(6)(a)5.; s. 1002.33(7)(a)9.; s. 1002.33(7)(a)11.

Evaluation Criteria:
A response that meets the standard will present:

- A clear description of how the school's finances will be managed, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.
- Appropriate plan to securely store financial records.
- A plan to obtain appropriate and reasonable insurance coverage.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	■	☐

Strengths	Reference

Concerns and Additional Questions	Reference
There are inconsistencies for contracted accounting services, other budgetary responsibilities and financial oversites described in Section 21, the Segregation of Financial Duties Policy, and the Management Agreement. Who is ultimately responsible for financial reporting and oversight?	112, 306, 432, 435 1002.33(7)(a)9

22. **Start-Up Plan**

The Start-Up Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

Statutory Reference(s):
s. 1002.33(7)(a)16.

Evaluation Criteria:
A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
■	☐	☐

Strengths	Reference
Start-up activities appear to be thoughtfully sequenced and planned, allowing sufficient time to establish both academic and administrative operational frameworks.	Application pages 118-119

Concerns and Additional Questions	Reference
Although the Applicant proposes re-using the design of an existing facility, limited time has been allotted for land acquisition, site adaptation/design, permitting, and construction. An accelerated construction schedule, possibly incurring additional costs, will likely be required to ensure a timely opening in 2027.	Application pages 118-119

Addendum

Addendum A: Replications

The Replications section should identify the school to be replicated and provide evidence that the model has been successful in raising student achievement, while also describing the capacity of the organization to operate an additional school.

Statutory Reference(s):
s. 1002.33(6)

Evaluation Criteria:
A response that meets the standard will present an action plan that:

- Evidence that school or model to be replicated demonstrates academic, organizational, and financial success.
- A clear, compelling vision for what is being replicated in terms of essential components of the educational program.
- A convincing rationale for how the school or model to be replicated will successfully serve the proposed target student population.
- A strong justification for changing key components of the original school or model in the proposed school. Such justification should include why the changes will better suit the targeted student population and whether the model is still similar enough to the existing model that comparable successful outcomes are likely.
- Evidence that the applicant group has a sound plan for developing the capacity to replicate an existing school including adequate financial and human resources.
- If applicable, evidence of successful past replications or lessons learned from unsuccessful attempts at replication that will increase the probability that this replication will be successful.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

Addendum A1: High-Performing Replications

The High-Performing Replications section should identify the school to be replicated and provide evidence that the proposed school meets the statutory requirements of being a substantially similar model of a school that has been designated as a High-Performing Charter School and is being established and operated by an organization or individuals that were significantly involved in the operation of the school being replicated.

Statutory Reference(s):
s. 1002.331

Evaluation Criteria:
A response that meets the standard will present an action plan that:

- Evidence that the applicant's school and the school to be replicated (if different) are designated by the Commissioner of Education as a High-Performing Charter School.
- Evidence that the proposed school will be substantially similar to the high-performing school that is being replicated. Reviewers should base this determination on the response to this question as well applicant's proposed educational, organization, and business plans as described throughout the application.
- Evidence that the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
■	☐	☐

Strengths	Reference
The application gives ample evidence of replicating PCCA-Palm Bay, an A-rated existing high-performing school, and includes the significant involvement of key individuals within the organization. The proposal demonstrates intent to replicate the classical education model, including literacy emphasis, phonics-based instruction, and structured academic programming. High-level alignment to the replicated school's philosophy, mission, and instructional framework is evident.	Application pages 122, 422-431

Concerns and Additional Questions	Reference
While the replication plan is solidly based on an existing high-performing school, the proposed business plan is questionable. It seems doubtful the projected enrollment for Year 1 will be met for reasons previously cited under concerns in Section 2: Target	Application pages 105, 106, and 417 See also F.S. 1002.332(2)(b)3

Population and Student Body. Standards Alignment Concern: The application references Common Core standards, which are not adopted in Florida, and does not clearly articulate alignment to the B.E.S.T. Standards. While this may be a terminology or documentation issue, explicit alignment is necessary to ensure compliance with Florida's instructional and accountability requirements. Substantial Similarity – Instructional Implementation: Although the application describes the classical model and key components (e.g., Singapore Math, literacy framework), it does not provide sufficient evidence of how these components are aligned to Florida standards in practice, including pacing, benchmark coverage, and assessment alignment. Lack of Curriculum Crosswalk: The proposal does not include a detailed crosswalk demonstrating how instructional resources (including Singapore Math) fully address B.E.S.T. benchmarks. This limits the ability to verify that the proposed school will be substantially similar in academic rigor and outcomes within Florida's system. Clarity Across Plan Components: The evaluation criteria require substantial similarity to be supported across educational, organizational, and business plans. While intent is stated, additional specificity would strengthen confidence in implementation fidelity, particularly related to curriculum alignment, teacher training, and instructional monitoring.	

Addendum B: Education Service Providers

The ESP section should provide a rationale for contracting with the ESP, evidence of ESP success in operating high-quality charter schools, the capacity of the ESP to successfully operate this school, and evidence that the governing board and ESP are able to operate free from conflicts of interest.

Statutory Reference(s):
s. 1002.33(6)(a)

Evaluation Criteria:
A response that meets the standard will present an action plan that:

- A clear explanation of the reasons for contracting with an education service provider and how and why the ESP was selected and a description of the due diligence employed to assess the capacity of the ESP.
- Sufficient evidence of the ESP's previous academic, organizational, and financial success and capacity for future success that make it more likely than not that it will be successful with the proposed school.
- Evidence of the ESP's organizational capacity to manage an additional school or schools as determined by its growth plan.
- A comprehensive list (Form IEPC-MIA) of all schools affiliated with the ESP and ensuing performance data used to support the selection of the ESP (past and current).
- Evidence of success working with similar populations to the target population. If there are deficiencies or lack of experience working with the target populations, then reviewers will look for a sufficient explanation of programmatic adjustments that will be made to ensure success with any new school(s).
- A clear delineation of the roles and responsibilities and decision-making authority of the school's governing board and the ESP, structured to ensure a clearly defined arm's-length, performance-based relationship that is free from conflicts of interest. This includes evidence that the school's governing board has a clear plan for holding the ESP accountable for negotiated performance.
- A clear delineation of the term of the management agreement, the conditions, grounds and procedures by which the agreement may be renewed and terminated, and a plan for continued operation of the school in the event of termination.
- A draft of the proposed contract with all key terms included.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X	☐	☐

Strengths	Reference
The Addendum describes other schools the ESP is currently affiliated with that are located in Brevard County. The ESP has not had schools which have been shut down while the ESP has managed the school. The schools the ESP manages have had either A or B School grade ratings for the past 4 years. There have been no audit findings as to these schools. The ESP's organizational chart is included, and the ESP leaders are identified, including their roles and responsibilities. The roles and responsibilities of the decision-making authority of the schools governing board and the ESP	

are separated, and the organization has a plan to identify resolve conflicts of interest. Included is a draft Agreement between the ESP the charter school which contains procedures for renewal and termination.	

Concerns and Additional Questions	Reference

Applicant History Worksheets (Form IEPC-M1A)
The Applicant History Worksheets should provide information regarding the track record of the applicant, the applicant's governing board, and if applicable, the applicant's ESP with regard to the operation of other charter schools. The sponsor should review the entire portfolio of charter schools of the foregoing entities when evaluating performance. The academic and financial performance of the portfolio should be considered in the decision to approve or deny the application.

Statutory Reference(s):
s. 1002.33(6)(a)

Evaluation Criteria:
A sponsor should review the portfolio of schools operated by the applicant group, governing board, or ESP to determine if the academic and financial performance demonstrates the capacity to operate a high-quality charter school.

Strengths	Reference

Concerns and Additional Questions	Reference

Select Year: 2025 Go

The 2025 Florida Statutes

Title XLVIII	Chapter 1002	View Entire Chapter
EARLY LEARNING-20 EDUCATION CODE	STUDENT AND PARENTAL RIGHTS AND EDUCATIONAL CHOICES	

1002.33 Charter schools.—

(1) AUTHORIZATION.—All charter schools in Florida are public schools and shall be part of the state's program of public education. A charter school may be formed by creating a new school or converting an existing public school to charter status. A charter school may operate a virtual charter school pursuant to s. 1002.45(1)(c) to provide online instruction to students, pursuant to s. 1002.455, in kindergarten through grade 12. The school district in which the student enrolls in the virtual charter school shall report the student for funding pursuant to s. 1011.61(1)(c)1.b.(VI), and the home school district shall not report the student for funding. An existing charter school that is seeking to become a virtual charter school must amend its charter or submit a new application pursuant to subsection (6) to become a virtual charter school. A virtual charter school is subject to the requirements of this section; however, a virtual charter school is exempt from subparagraph (7)(a)13., subsections (18) and (19), paragraph (20)(c), and s. 1003.03. A public school may not use the term charter in its name unless it has been approved under this section.

(2) GUIDING PRINCIPLES; PURPOSE; LEGISLATIVE INTENT.—

(a) Charter schools in Florida shall be guided by the following principles:

1. Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within this state's public school system.

2. Promote enhanced academic success and financial efficiency by aligning responsibility with accountability.

3. 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.

(b) Charter schools shall fulfill the following purposes:

1. Improve student learning and academic achievement.

2. Increase learning opportunities for all students, with special emphasis on low-performing students and reading.

3. Encourage the use of innovative learning methods.

4. Require the measurement of learning outcomes.

(c) Charter schools may fulfill the following purposes:

1. Create innovative measurement tools.

2. Provide rigorous competition within the public school system to stimulate continual improvement in all public schools.

3. Expand the capacity of the public school system.

4. Mitigate the educational impact created by the development of new residential dwelling units.

5. Create new professional opportunities for teachers, including ownership of the learning program at the school site.

(d) It is the intent of the Legislature that charter school students be considered as important as all other students in this state and, to that end, comparable funding levels from existing and future sources should be maintained for charter school students.

(3) APPLICATION FOR CHARTER STATUS.—

(a) An application for a new charter school may be made by an individual, teachers, parents, a group of individuals, a municipality, or a legal entity organized under the laws of this state.

(b) An application for a conversion charter school must be made by the district school board, the principal, teachers, parents whose children are enrolled at the school, or the school advisory council at an existing public school that has been in operation for at least 2 years before the application to convert. A public school-within-a-school designated as a school by the district school board may also apply to convert to charter status. A municipality seeking to attract job-producing entities by establishing a job engine charter school pursuant to paragraph (15)(c) may apply to the district school board to convert an existing public school to a charter school. An application submitted proposing to convert an existing public school to a charter school must demonstrate the support of at least 50 percent of the parents voting whose children are enrolled at the school, provided that a majority of the parents eligible to vote participate in the ballot process, according to rules adopted by the State Board of Education. A district school board, college, or state university that denies an application for a conversion charter school shall provide notice of denial to the applicants in writing within 10 days after the meeting at which the district school board denied the application. The notice must articulate in writing the specific reasons for denial and must provide documentation supporting those reasons. A private school, parochial school, or home education program is not eligible for charter school status.

(4) UNLAWFUL REPRISAL.—

(a) No district school board, or district school board employee who has control over personnel actions, shall take unlawful reprisal against another district school board employee because that employee is either directly or indirectly involved with an application to establish a charter school. As used in this subsection, the term "unlawful reprisal" means an action taken by a district school board or a school system employee against an employee who is directly or indirectly involved in a lawful application to establish a charter school, which occurs as a direct result of that involvement, and which results in one or more of the following: disciplinary or corrective action; adverse transfer or reassignment, whether temporary or permanent; suspension, demotion, or dismissal; an unfavorable performance evaluation; a reduction in pay, benefits, or rewards; elimination of the employee's position absent of a reduction in workforce as a result of lack of moneys or work; or other adverse significant changes in duties or responsibilities that are inconsistent with the employee's salary or employment classification. The following procedures shall apply to an alleged unlawful reprisal that occurs as a consequence of an employee's direct or indirect involvement with an application to establish a charter school:

1. Within 60 days after the date upon which a reprisal prohibited by this subsection is alleged to have occurred, an employee may file a complaint with the Department of Education.

2. Within 3 working days after receiving a complaint under this section, the Department of Education shall acknowledge receipt of the complaint and provide copies of the complaint and any other relevant preliminary information available to each of the other parties named in the complaint, which parties shall each acknowledge receipt of such copies to the complainant.

3. If the Department of Education determines that the complaint demonstrates reasonable cause to suspect that an unlawful reprisal has occurred, the Department of Education shall conduct an investigation to produce a fact-finding report.

4. Within 90 days after receiving the complaint, the Department of Education shall provide the district school superintendent of the complainant's district and the complainant with a fact-finding report that may include recommendations to the parties or a proposed resolution of the complaint. The fact-finding report shall be presumed admissible in any subsequent or related administrative or judicial review.

5. If the Department of Education determines that reasonable grounds exist to believe that an unlawful reprisal has occurred, is occurring, or is to be taken, and is unable to conciliate a complaint within 60 days after receipt of the fact-finding report, the Department of Education shall terminate the investigation. Upon termination of any investigation, the Department of Education shall notify the complainant and the district school superintendent of the termination of the investigation, providing a summary of relevant facts found during the investigation and the reasons for terminating the investigation. A written statement under this paragraph is presumed admissible as evidence in any judicial or administrative proceeding.

6. The Department of Education shall either contract with the Division of Administrative Hearings under s. 120.65, or otherwise provide for a complaint for which the Department of Education determines reasonable grounds exist to believe that an unlawful reprisal has occurred, is occurring, or is to be taken, and is unable to conciliate, to be heard by a panel of impartial persons. Upon hearing the complaint, the panel shall make findings of fact and conclusions of law for a final decision by the Department of Education.

It shall be an affirmative defense to any action brought pursuant to this section that the adverse action was predicated upon grounds other than, and would have been taken absent, the employee's exercise of rights protected by this section.

(b) In any action brought under this section for which it is determined reasonable grounds exist to believe that an unlawful reprisal has occurred, is occurring, or is to be taken, the relief shall include the following:

1. Reinstatement of the employee to the same position held before the unlawful reprisal was commenced, or to an equivalent position, or payment of reasonable front pay as alternative relief.

2. Reinstatement of the employee's full fringe benefits and seniority rights, as appropriate.

3. Compensation, if appropriate, for lost wages, benefits, or other lost remuneration caused by the unlawful reprisal.

4. Payment of reasonable costs, including attorney's fees, to a substantially prevailing employee, or to the prevailing employer if the employee filed a frivolous action in bad faith.

5. Issuance of an injunction, if appropriate, by a court of competent jurisdiction.

6. Temporary reinstatement to the employee's former position or to an equivalent position, pending the final outcome of the complaint, if it is determined that the action was not made in bad faith or for a wrongful purpose, and did not occur after a district school board's initiation of a personnel action against the employee that includes documentation of the employee's violation of a disciplinary standard or performance deficiency.

(5) SPONSOR; DUTIES.—

(a) *Sponsoring entities.*—

1. A district school board may sponsor a charter school in the county over which the district school board has jurisdiction.

2. A state university may grant a charter to a lab school created under s. 1002.32 and shall be considered to be the school's sponsor. Such school shall be considered a charter lab school.

3. Because needs relating to educational capacity, workforce qualifications, and career education opportunities are constantly changing and extend beyond school district boundaries:

a. A state university may, upon approval by the Department of Education, solicit applications and sponsor a charter school to meet regional education or workforce demands by serving students from multiple school districts.

b. A Florida College System institution may, upon approval by the Department of Education, solicit applications and sponsor a charter school in any county within its service area to meet workforce demands and may offer postsecondary programs leading to industry certifications to eligible charter school students. A charter school established under subparagraph (b)4. may not be sponsored by a Florida College System institution until its existing charter with the school district expires as provided under subsection (7).

c. Notwithstanding paragraph (6)(b), a state university or Florida College System institution may, at its discretion, deny an application for a charter school.

d. The Charter School Review Commission, as authorized under s. 1002.3301, may solicit and review applications for charter schools overseen by district school boards and, upon the commission approving an application, the district school board that oversees the school district in which the charter school will be located shall serve as sponsor.

(b) *Sponsor duties.*—

1.a. The sponsor shall monitor and review the charter school, using the standard monitoring tool, in its progress toward the goals established in the charter.

b. The sponsor shall monitor the revenues and expenditures of the charter school and perform the duties provided in s. 1002.345.

c. The sponsor may approve a charter for a charter school before the applicant has identified space, equipment, or personnel, if the applicant indicates approval is necessary for it to raise working funds.

d. The sponsor may not apply its policies to a charter school unless mutually agreed to by both the sponsor and the charter school. If the sponsor subsequently amends any agreed-upon sponsor policy, the version of the policy in effect at the time of the execution of the charter, or any subsequent modification thereof, shall remain in effect and the sponsor may not hold the charter school responsible for any provision of a newly revised policy until the revised policy is mutually agreed upon.

e. The sponsor shall ensure that the charter is innovative and consistent with the state education goals established by s. 1000.03(5).

f. The sponsor shall ensure that the charter school participates in the state's education accountability system. If a charter school falls short of performance measures included in the approved charter, the sponsor shall report such shortcomings to the Department of Education.

g. The sponsor is not liable for civil damages under state law for personal injury, property damage, or death resulting from an act or omission of an officer, employee, agent, or governing body of the charter school.

h. The sponsor is not liable for civil damages under state law for any employment actions taken by an officer, employee, agent, or governing body of the charter school.

i. The sponsor's duties to monitor the charter school do not constitute the basis for a private cause of action.

j. The sponsor may not impose additional reporting requirements on a charter school as long as the charter school has not been identified as having a deteriorating financial condition or financial emergency pursuant to s. 1002.345.

k. The sponsor may not impose upon a charter school administrative deadlines that are earlier than the sponsor's own corresponding deadlines for similar reports or submissions. Any deadline imposed upon a charter school for financial audits or other administrative requirements may not be earlier than 15 days before the sponsor's own deadline for similar submissions to the department.

l. The sponsor shall submit an annual report to the Department of Education in a web-based format to be determined by the department.

(I) The report must include the following information:

(A) The number of applications received during the school year and up to August 1 and each applicant's contact information.

(B) The date each application was approved, denied, or withdrawn.

(C) The date each final contract was executed.

(II) Annually, by November 1, the sponsor shall submit to the department the information for the applications submitted the previous year.

(III) The department shall compile an annual report, by sponsor, and post the report on its website by January 15 of each year.

2. Immunity for the sponsor of a charter school under subparagraph 1. applies only with respect to acts or omissions not under the sponsor's direct authority as described in this section.

3. This paragraph does not waive a sponsor's sovereign immunity.

4. A Florida College System institution may work with the school district or school districts in its designated service area to develop charter schools that offer secondary education. These charter schools must include an option for students to receive an associate degree upon high school graduation. If a Florida College System institution operates an approved teacher preparation program under s. 1004.04 or s. 1004.85, the institution may operate charter schools that serve students in kindergarten through grade 12 in any school district within the service area of the institution. District school boards shall cooperate with and assist the Florida College System institution on the charter application. Florida College System institution applications for charter schools are not subject to the time deadlines outlined in subsection (6) and may be approved by the district school board at any time during the year. Florida College System institutions may not report FTE for any students participating under this subparagraph who receive FTE funding through the Florida Education Finance Program.

5. For purposes of assisting the development of a charter school, a school district may enter into nonexclusive interlocal agreements with federal and state agencies, counties, municipalities, and other governmental entities that operate within the geographical borders of the school district to act on behalf of such governmental entities in the inspection, issuance, and other necessary activities for all necessary permits, licenses, and other permissions that a charter school needs in order for development, construction, or operation. A charter school may use, but may not be required to use, a school district for these services. The interlocal agreement must include, but need not be limited to, the identification of fees that charter schools will be charged for such services. The fees must consist of the governmental entity's fees plus a fee for the school district to recover no more than actual costs for providing such services. These services and fees are not included within the services to be provided pursuant to subsection (20). Notwithstanding any other provision of law, an interlocal agreement or ordinance that imposes a greater regulatory burden on charter schools than school districts or that prohibits or limits the creation of a charter school is void and unenforceable. An interlocal agreement entered into by a school district for the development of only its own schools, including provisions relating to the extension of infrastructure, may be used by charter schools.

6. The board of trustees of a sponsoring state university or Florida College System institution under paragraph (a) is the local educational agency for all charter schools it sponsors for purposes of receiving federal funds and accepts full responsibility for all local educational agency requirements and the schools for which it will perform local educational agency responsibilities. A student enrolled in a charter school that is sponsored by a state university or Florida College System institution may not be included in the calculation of the school district's grade under s. 1008.34(5) for the school district in which he or she resides.

(c) *Sponsor accountability.*—

1. The department shall, in collaboration with charter school sponsors and charter school operators, develop a sponsor evaluation framework that must address, at a minimum:

a. The sponsor's strategic vision for charter school authorization and the sponsor's progress toward that vision.

b. The alignment of the sponsor's policies and practices to best practices for charter school authorization.

c. The academic and financial performance of all operating charter schools overseen by the sponsor.

d. The status of charter schools authorized by the sponsor, including approved, operating, and closed schools.

2. The department shall compile the results by sponsor and include the results in the report required under sub-sub-subparagraph (b)1.l.(III).

(6) APPLICATION PROCESS AND REVIEW.—Charter school applications are subject to the following requirements:

(a) A person or entity seeking to open a charter school shall prepare and submit an application on the standard application form prepared by the Department of Education which:

1. Demonstrates how the school will use the guiding principles and meet the statutorily defined purpose of a charter school.

2. Provides a detailed curriculum plan that illustrates how students will be provided services to attain the state academic standards.

3. Contains goals and objectives for improving student learning and measuring that improvement. These goals and objectives must indicate how much academic improvement students are expected to show each year, how success will be evaluated, and the specific results to be attained through instruction.

4. Describes the reading curriculum and differentiated strategies that will be used for students reading at grade level or higher and a separate curriculum and strategies for students who are reading below grade level. Reading instructional strategies for foundational skills shall include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such strategies may include visual information and strategies that improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading. A sponsor shall deny an application if the school does not propose a reading curriculum that is consistent with effective teaching strategies that are grounded in scientifically based reading research.

5. Contains an annual financial plan for each year requested by the charter for operation of the school for up to 5 years. This plan must contain anticipated fund balances based on revenue projections, a spending plan based on projected revenues and expenses, and a description of controls that will safeguard finances and projected enrollment trends.

6. Discloses the name of each applicant, governing board member, and all proposed education services providers; the name and sponsor of any charter school operated by each applicant, each governing board member, and each proposed education services provider that has closed and the reasons for the closure; and the academic and financial history of such charter schools, which the sponsor shall consider in deciding whether to approve or deny the application.

7. Contains additional information a sponsor may require, which shall be attached as an addendum to the charter school application described in this paragraph.

8. For the establishment of a virtual charter school, documents that the applicant has contracted with a provider of virtual instruction services pursuant to s. 1002.45(1)(c).

9. Describes the mathematics curriculum and differentiated strategies that will be used for students performing at grade level or higher and a separate mathematics curriculum and strategies for students who are performing below grade level.

(b) A sponsor shall receive and review all applications for a charter school using the evaluation instrument developed by the Department of Education. A sponsor shall receive and consider charter school applications for charter schools to be opened at a time determined by the applicant. A sponsor may not charge an applicant for a charter any fee for the processing or consideration of an application, and a sponsor may not base its consideration or approval of a final application upon the promise of future payment of any kind. Before approving or denying any application, the sponsor shall allow the applicant, upon receipt of written notification, at least 7 calendar days to make technical or nonsubstantive corrections and clarifications, including, but not limited to, corrections of grammatical, typographical, and like errors or missing signatures, if such errors are identified by the sponsor as cause to deny the final application.

1. In order to ensure fiscal responsibility, an application for a charter school shall include a full accounting of expected assets; a projection of expected sources and amounts of income, including income derived from projected student enrollments and from community support; and an expense projection that includes full accounting of the costs of operation, including start-up costs.

2.a. A sponsor shall by a majority vote approve or deny an application no later than 90 calendar days after the application is received, unless the sponsor and the applicant mutually agree in writing to temporarily postpone the vote to a specific date, at which time the sponsor shall by a majority vote approve or deny the application. If the sponsor fails to act on the application, an applicant may appeal to the State Board of Education as provided in paragraph (c). If an application is denied, the sponsor shall, within 10 calendar days after such denial, articulate in writing the specific reasons, based upon good cause, supporting its denial of the application and shall provide the letter of denial and supporting documentation to the applicant and to the Department of Education.

b. An application submitted by a high-performing charter school identified pursuant to s. 1002.331 or a high-performing charter school system identified pursuant to s. 1002.332 may be denied by the sponsor only if the sponsor demonstrates by clear and convincing evidence that:

(I) The application of a high-performing charter school does not materially comply with the requirements in paragraph (a) or, for a high-performing charter school system, the application does not materially comply with s. 1002.332(2)(b);

(II) The charter school proposed in the application does not materially comply with the requirements in paragraphs (9)(a)-(f);

(III) The proposed charter school's educational program does not substantially replicate that of the applicant or one of the applicant's high-performing charter schools;

(IV) The applicant has made a material misrepresentation or false statement or concealed an essential or material fact during the application process; or

(V) The proposed charter school's educational program and financial management practices do not materially comply with the requirements of this section.

Material noncompliance is a failure to follow requirements or a violation of prohibitions applicable to charter school applications, which failure is quantitatively or qualitatively significant either individually or when aggregated with other noncompliance. An applicant is considered to be replicating a high-performing charter school if the proposed school is substantially similar to at least one of the applicant's high-performing charter schools and the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of replicated schools.

c. If the sponsor denies an application submitted by a high-performing charter school or a high-performing charter school system, the sponsor must, within 10 calendar days after such denial, state in writing the specific reasons, based upon the criteria in sub-subparagraph b., supporting its denial of the application and must provide the letter of denial and supporting documentation to the applicant and to the Department of Education. The applicant may appeal the sponsor's denial of the application in accordance with paragraph (c).

3. For budget projection purposes, the sponsor shall report to the Department of Education the approval or denial of an application within 10 calendar days after such approval or denial. In the event of approval, the report to the Department of Education shall include the final projected FTE for the approved charter school.

4. A charter school may defer the opening of the school's operations for up to 3 years to provide time for adequate facility planning. The charter school must provide written notice of such intent to the sponsor and the parents of enrolled students at least 30 calendar days before the first day of school.

(c)1. An applicant may appeal any denial of that applicant's application or failure to act on an application to the State Board of Education no later than 30 calendar days after receipt of the sponsor's decision or failure to act and shall notify the sponsor of its appeal. Any response of the sponsor shall be submitted to the State Board of Education within 30 calendar days after notification of the appeal. Upon receipt of notification from the State Board of Education that a charter school applicant is filing an appeal, the Commissioner of Education shall convene a meeting of the Charter School Appeal Commission to study and make recommendations to the State Board of Education regarding its pending decision about the appeal. The commission shall forward its recommendation to the state board at least 7 calendar days before the date on which the appeal is to be heard.

2. The Charter School Appeal Commission may reject an appeal submission for failure to comply with procedural rules governing the appeals process. The rejection shall describe the submission errors. The appellant shall have 15 calendar days after notice of rejection in which to resubmit an appeal that meets the requirements set forth in State Board of Education rule. An appeal submitted subsequent to such rejection is considered timely if the original appeal was filed within 30 calendar days after receipt of notice of the specific reasons for the sponsor's denial of the charter application.

3.a. The State Board of Education shall by majority vote accept or reject the decision of the sponsor no later than 90 calendar days after an appeal is filed in accordance with State Board of Education rule. The State Board of Education shall remand the application to the sponsor with its written decision that the sponsor approve or deny the application. The sponsor shall implement the decision of the State Board of Education. The decision of the State Board of Education is not subject to the provisions of the Administrative Procedure Act, chapter 120.

b. If an appeal concerns an application submitted by a high-performing charter school identified pursuant to s. 1002.331 or a high-performing charter school system identified pursuant to s. 1002.332, the State Board of Education shall determine whether the sponsor's denial was in accordance with sub-subparagraph (b)2.b.

(d)1. The sponsor shall act upon the decision of the State Board of Education within 30 calendar days after it is received. The State Board of Education's decision is a final action subject to judicial review in the district court of appeal. A prevailing party may file an action with the Division of Administrative Hearings to recover reasonable attorney fees and costs incurred during the denial of the application and any appeals.

2. A school district that fails to implement the decision affirmed by a district court of appeal shall reduce the administrative fees withheld pursuant to subsection (20) to 1 percent for all charter schools operating in the school district. Such school districts shall file a monthly report detailing the reduction in the amount of administrative

fees withheld. Upon execution of the charter, the sponsor may resume withholding the full amount of administrative fees but may not recover any fees that would have otherwise accrued during the period of noncompliance. Any charter school that had administrative fees withheld in violation of this paragraph may recover attorney fees and costs to enforce the requirements of this paragraph.

(e)1. A Charter School Appeal Commission is established to assist the commissioner and the State Board of Education with a fair and impartial review of appeals by applicants whose charter applications have been denied, whose charter contracts have not been renewed, or whose charter contracts have been terminated by their sponsors.

2. The Charter School Appeal Commission may receive copies of the appeal documents forwarded to the State Board of Education, review the documents, gather other applicable information regarding the appeal, and make a written recommendation to the commissioner. The recommendation must state whether the appeal should be upheld or denied and include the reasons for the recommendation being offered. The commissioner shall forward the recommendation to the State Board of Education no later than 7 calendar days prior to the date on which the appeal is to be heard. The state board must consider the commission's recommendation in making its decision, but is not bound by the recommendation. The decision of the Charter School Appeal Commission is not subject to the provisions of the Administrative Procedure Act, chapter 120.

3. The commissioner shall appoint a number of members to the Charter School Appeal Commission sufficient to ensure that no potential conflict of interest exists for any commission appeal decision. Members shall serve without compensation but may be reimbursed for travel and per diem expenses in conjunction with their service. Of the members hearing the appeal, one-half must represent currently operating charter schools and one-half must represent sponsors. The commissioner or a named designee shall chair the Charter School Appeal Commission.

4. The chair shall convene meetings of the commission and shall ensure that the written recommendations are completed and forwarded in a timely manner. In cases where the commission cannot reach a decision, the chair shall make the written recommendation with justification, noting that the decision was rendered by the chair.

5. Commission members shall thoroughly review the materials presented to them from the appellant and the sponsor. The commission may request information to clarify the documentation presented to it. In the course of its review, the commission may facilitate the postponement of an appeal in those cases where additional time and communication may negate the need for a formal appeal and both parties agree, in writing, to postpone the appeal to the State Board of Education. A new date certain for the appeal shall then be set based upon the rules and procedures of the State Board of Education. Commission members shall provide a written recommendation to the state board as to whether the appeal should be upheld or denied. A fact-based justification for the recommendation must be included. The chair must ensure that the written recommendation is submitted to the State Board of Education members no later than 7 calendar days prior to the date on which the appeal is to be heard. Both parties in the case shall also be provided a copy of the recommendation.

(f)1. The Department of Education shall provide or arrange for training and technical assistance to charter schools in developing and adjusting business plans and accounting for costs and income. Training and technical assistance shall also address, at a minimum, state and federal grant and student performance accountability reporting requirements and provide assistance in identifying and applying for the types and amounts of state and federal financial assistance the charter school may be eligible to receive. The department may provide other technical assistance to an applicant upon written request.

2. A charter school applicant must participate in the training provided by the Department of Education after approval of an application but at least 30 calendar days before the first day of classes at the charter school. However, a sponsor may require the charter school applicant to attend training provided by the sponsor in lieu of the department's training if the sponsor's training standards meet or exceed the standards developed by the department. In such case, the sponsor may not require the charter school applicant to attend the training within 30 calendar days before the first day of classes at the charter school. The training must include instruction in accurate financial planning and good business practices. If the applicant is a management company or a nonprofit organization, the charter school principal and the chief financial officer or his or her equivalent must also

participate in the training. A sponsor may not require a high-performing charter school or high-performing charter school system applicant to participate in the training described in this subparagraph more than once.

(g) In considering charter applications for a lab school, a state university shall consult with the district school board of the county in which the lab school is located. The decision of a state university may be appealed pursuant to the procedure established in this subsection.

(7) CHARTER.—The terms and conditions for the operation of a charter school, including a virtual charter school, shall be set forth by the sponsor and the applicant in a written contractual agreement, called a charter. The sponsor and the governing board of the charter school or virtual charter school shall use the standard charter contract or standard virtual charter contract, respectively, pursuant to subsection (21), which shall incorporate the approved application and any addenda approved with the application. Any term or condition of a proposed charter contract or proposed virtual charter contract that differs from the standard charter or virtual charter contract adopted by rule of the State Board of Education shall be presumed a limitation on charter school flexibility. The sponsor may not impose unreasonable rules or regulations that violate the intent of giving charter schools greater flexibility to meet educational goals. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.

(a) The charter shall address and criteria for approval of the charter shall be based on:

1. The school's mission, the types of students to be served, and, for a virtual charter school, the types of students the school intends to serve who reside outside of the sponsoring school district, and the ages and grades to be included.

2. The focus of the curriculum, the instructional methods to be used, any distinctive instructional techniques to be employed, and identification and acquisition of appropriate technologies needed to improve educational and administrative performance which include a means for promoting safe, ethical, and appropriate uses of technology which comply with legal and professional standards.

a. The charter shall ensure that reading is a primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students who are reading below grade level. The curriculum and instructional strategies for reading must be consistent with the state's academic standards and grounded in scientifically based reading research. Reading instructional strategies for foundational skills shall include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such strategies may include visual information and strategies that improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading.

b. The charter shall ensure that mathematics is a focus of the curriculum and that resources are provided to identify and provide specialized instruction for students who are performing below grade level.

c. In order to provide students with access to diverse instructional delivery models, to facilitate the integration of technology within traditional classroom instruction, and to provide students with the skills they need to compete in the 21st century economy, the Legislature encourages instructional methods for blended learning courses consisting of both traditional classroom and online instructional techniques. Charter schools may implement blended learning courses which combine traditional classroom instruction and virtual instruction. Students in a blended learning course must be full-time students of the charter school pursuant to s. 1011.61(1)(a)1. Instructional personnel certified pursuant to s. 1012.55 who provide virtual instruction for blended learning courses may be employees of the charter school or may be under contract to provide instructional services to charter school students. At a minimum, such instructional personnel must hold an active state or school district adjunct certification under s. 1012.57 for the subject area of the blended learning course. The funding and performance accountability requirements for blended learning courses are the same as those for traditional courses.

3. The current incoming baseline standard of student academic achievement, the outcomes to be achieved, and the method of measurement that will be used. The criteria listed in this subparagraph shall include a detailed description of:

a. How the baseline student academic achievement levels and prior rates of academic progress will be established.

b. How these baseline rates will be compared to rates of academic progress achieved by these same students while attending the charter school.

c. To the extent possible, how these rates of progress will be evaluated and compared with rates of progress of other closely comparable student populations.

A district school board is required to provide academic student performance data to charter schools for each of their students coming from the district school system, as well as rates of academic progress of comparable student populations in the district school system.

4. The methods used to identify the educational strengths and needs of students and how well educational goals and performance standards are met by students attending the charter school. The methods shall provide a means for the charter school to ensure accountability to its constituents by analyzing student performance data and by evaluating the effectiveness and efficiency of its major educational programs. Students in charter schools shall, at a minimum, participate in the statewide assessment program created under s. 1008.22.

5. In secondary charter schools, a method for determining that a student has satisfied the requirements for graduation in s. 1002.3105(5), s. 1003.4281, or s. 1003.4282.

6. A method for resolving conflicts between the governing board of the charter school and the sponsor.

7. The admissions procedures and dismissal procedures, including the school's code of student conduct. Admission or dismissal must not be based on a student's academic performance, except as authorized under subparagraph (10)(e)5.

8. The ways by which the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other nearby public schools or school districts.

9. The financial and administrative management of the school, including a reasonable demonstration of the professional experience or competence of those individuals or organizations applying to operate the charter school or those hired or retained to perform such professional services and the description of clearly delineated responsibilities and the policies and practices needed to effectively manage the charter school. A description of internal audit procedures and establishment of controls to ensure that financial resources are properly managed must be included. Both public sector and private sector professional experience shall be equally valid in such a consideration.

10. The asset and liability projections required in the application which are incorporated into the charter and shall be compared with information provided in the annual report of the charter school.

11. A description of procedures that identify various risks and provide for a comprehensive approach to reduce the impact of losses; plans to ensure the safety and security of students and staff; plans to identify, minimize, and protect others from violent or disruptive student behavior; and the manner in which the school will be insured, including whether or not the school will be required to have liability insurance, and, if so, the terms and conditions thereof and the amounts of coverage.

12. The term of the charter which shall provide for cancellation of the charter if insufficient progress has been made in attaining the student achievement objectives of the charter and if it is not likely that such objectives can be achieved before expiration of the charter. The initial term of a charter shall be for 5 years, excluding 2 planning years. In order to facilitate access to long-term financial resources for charter school construction, charter schools that are operated by a municipality or other public entity as provided by law are eligible for up to a 15-year charter, subject to approval by the sponsor. A charter lab school is eligible for a charter for a term of up to 15 years. In addition, to facilitate access to long-term financial resources for charter school construction, charter schools that are operated by a private, not-for-profit, s. 501(c)(3) status corporation are eligible for up to a 15-year charter, subject to approval by the sponsor. Such long-term charters remain subject to annual review and may be terminated during the term of the charter, but only according to the provisions set forth in subsection (8).

13. The facilities to be used and their location. The sponsor may not require a charter school to have a certificate of occupancy or a temporary certificate of occupancy for such a facility earlier than 15 calendar days

before the first day of school.

14. The qualifications to be required of the teachers and the potential strategies used to recruit, hire, train, and retain qualified staff to achieve best value.

15. The governance structure of the school, including the status of the charter school as a public or private employer as required in paragraph (12)(i).

16. A timetable for implementing the charter which addresses the implementation of each element thereof and the date by which the charter shall be awarded in order to meet this timetable.

17. In the case of an existing public school that is being converted to charter status, alternative arrangements for current students who choose not to attend the charter school and for current teachers who choose not to teach in the charter school after conversion in accordance with the existing collective bargaining agreement or district school board rule in the absence of a collective bargaining agreement. However, alternative arrangements shall not be required for current teachers who choose not to teach in a charter lab school, except as authorized by the employment policies of the state university which grants the charter to the lab school.

18. Full disclosure of the identity of all relatives employed by the charter school who are related to the 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. For the purpose of this subparagraph, the term "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.

19. Implementation of the activities authorized under s. 1002.331 by the charter school when it satisfies the eligibility requirements for a high-performing charter school. A high-performing charter school shall notify its sponsor in writing by March 1 if it intends to increase enrollment or expand grade levels the following school year. The written notice shall specify the amount of the enrollment increase and the grade levels that will be added, as applicable.

(b) The sponsor has 30 days after approval of the application to provide an initial proposed charter contract to the charter school. The applicant and the sponsor have 40 days thereafter to negotiate and notice the charter contract for final approval by the sponsor unless both parties agree to an extension. The proposed charter contract shall be provided to the charter school at least 7 calendar days before the date of the meeting at which the charter is scheduled to be voted upon by the sponsor. The Department of Education shall provide mediation services for any dispute regarding this section subsequent to the approval of a charter application and for any dispute relating to the approved charter, except a dispute regarding a charter school application denial. If either the charter school or the sponsor indicates in writing that the party does not desire to settle any dispute arising under this section through mediation procedures offered by the Department of Education, a charter school may immediately appeal any formal or informal decision by the sponsor to an administrative law judge appointed by the Division of Administrative Hearings. If the Commissioner of Education determines that the dispute cannot be settled through mediation, the dispute may also be appealed to an administrative law judge appointed by the Division of Administrative Hearings. The administrative law judge has final order authority to rule on issues of equitable treatment of the charter school as a public school, whether proposed provisions of the charter violate the intended flexibility granted charter schools by statute, or any other matter regarding this section, except a dispute regarding charter school application denial, a charter termination, or a charter nonrenewal. The administrative law judge shall award the prevailing party reasonable attorney fees and costs incurred during the mediation process, administrative proceeding, and any appeals, to be paid by the party against whom the administrative law judge rules.

(c)1. A charter may be renewed provided that a program review demonstrates that the criteria in paragraph (a) have been successfully accomplished and that none of the grounds for nonrenewal established by paragraph (8)(a) have been expressly found. The charter of a charter school that meets these requirements and has received a school grade lower than a "B" pursuant to s. 1008.34 in the most recently graded school year must be renewed for no less than a 5-year term except as provided in paragraph (9)(n). In order to facilitate long-term financing for

charter school construction, charter schools operating for a minimum of 3 years and demonstrating exemplary academic programming and fiscal management are eligible for a 15-year charter renewal. Such long-term charter is subject to annual review and may be terminated during the term of the charter.

2. The 15-year charter renewal that may be granted pursuant to subparagraph 1. must be granted to a charter school that has received a school grade of "A" or "B" pursuant to s. 1008.34 in the most recently graded school year and that is not in a state of financial emergency or deficit position as defined by this section. Such long-term charter is subject to annual review and may be terminated during the term of the charter pursuant to subsection (8).

(d) A charter may be modified during its term upon the recommendation of the sponsor or the charter school's governing board and the approval of both parties to the agreement. Changes to curriculum which are consistent with state standards shall be deemed approved unless the sponsor and the Department of Education determine in writing that the curriculum is inconsistent with state standards. Modification during any term may include, but is not limited to, consolidation of multiple charters into a single charter if the charters are operated under the same governing board, regardless of the renewal cycle. A charter school that is not subject to a school improvement plan and that closes as part of a consolidation shall be reported by the sponsor as a consolidation. A request for consolidation of multiple charters must be approved or denied within 60 days after the submission of the request. If the request is denied, the sponsor shall notify the charter school's governing board of the denial and provide the specific reasons, in reasonable detail, for the denial of the request for consolidation within 10 days.

(e) A charter may be terminated by a charter school's governing board through voluntary closure. The decision to cease operations must be determined at a public meeting. The governing board shall notify the parents and sponsor of the public meeting in writing before the public meeting. The governing board must notify the sponsor, parents of enrolled students, and the department in writing within 24 hours after the public meeting of its determination. The notice shall state the charter school's intent to continue operations or the reason for the closure and acknowledge that the governing board agrees to follow the procedures for dissolution and reversion of public funds pursuant to paragraphs (8)(d)-(f) and (9)(o).

(f) A charter may include a provision requiring the charter school to be held responsible for all costs associated with, but not limited to, mediation, damages, and attorney fees incurred by the district in connection with complaints to the Office of Civil Rights or the Equal Employment Opportunity Commission.

(8) CAUSES FOR NONRENEWAL OR TERMINATION OF CHARTER.—

(a) The sponsor shall make student academic achievement for all students the most important factor when determining whether to renew or terminate the charter. The sponsor may choose not to renew or may terminate the charter only if the sponsor expressly finds that one of the grounds set forth below exists by clear and convincing evidence:

1. Failure to participate in the state's education accountability system created in s. 1008.31, as required in this section, or failure to meet the requirements for student performance stated in the charter.

2. Failure to meet generally accepted standards of fiscal management due to deteriorating financial conditions or financial emergencies determined pursuant to s. 1002.345.

3. Material violation of law.

(b) Before a vote on any proposed action to renew; terminate, other than an immediate termination under paragraph (c); or not renew the charter and at least 90 days before the end of the school year, the sponsor shall notify the governing board of the school in writing of the proposed action to renew, terminate, or not renew the charter. A charter automatically renews with the same terms and conditions if notification does not occur at least 90 days before the end of the school year. The notice shall state in reasonable detail the grounds for the proposed action and stipulate that the school's governing board may, within 14 calendar days after receiving the notice, request a hearing. The hearing shall be conducted by an administrative law judge assigned by the Division of Administrative Hearings. The hearing shall be conducted within 90 days after receipt of the request for a hearing and in accordance with chapter 120. The administrative law judge's final order shall be submitted to the sponsor. The administrative law judge shall award the prevailing party reasonable attorney fees and costs incurred during

the administrative proceeding and any appeals. The charter school's governing board may, within 30 calendar days after receiving the final order, appeal the decision pursuant to s. 120.68.

(c) A charter may be terminated immediately if the sponsor sets forth in writing the particular facts and circumstances demonstrating that an immediate and serious danger to the health, safety, or welfare of the charter school's students exists; that the immediate and serious danger is likely to continue; and that an immediate termination of the charter is necessary. The sponsor's determination is subject to the procedures set forth in paragraph (b), except that the hearing may take place after the charter has been terminated. The sponsor shall notify in writing the charter school's governing board, the charter school principal, and the department of the facts and circumstances supporting the immediate termination. The sponsor shall clearly identify the specific issues that resulted in the immediate termination and provide evidence of prior notification of issues resulting in the immediate termination, if applicable. Upon receiving written notice from the sponsor, the charter school's governing board has 10 calendar days to request a hearing. A requested hearing must be expedited and the final order must be issued within 60 days after the date of request. The administrative law judge shall award reasonable attorney fees and costs to the prevailing party of any injunction, administrative proceeding, or appeal. The sponsor may seek an injunction in the circuit court in which the charter school is located to enjoin continued operation of the charter school if continued operation would materially threaten the health, safety, or welfare of the students.

(d) When a charter is not renewed or is terminated, the school shall be dissolved under the provisions of law under which the school was organized, and any unencumbered public funds, except for capital outlay funds and federal charter school program grant funds, from the charter school shall revert to the sponsor. Capital outlay funds provided pursuant to s. 1013.62 and federal charter school program grant funds that are unencumbered shall revert to the department to be redistributed among eligible charter schools. In the event a charter school is dissolved or is otherwise terminated, all sponsor property and improvements, furnishings, and equipment purchased with public funds shall automatically revert to full ownership by the sponsor, subject to complete satisfaction of any lawful liens or encumbrances. Any unencumbered public funds from the charter school, property and improvements, furnishings, and equipment purchased with public funds, or financial or other records pertaining to the charter school, in the possession of any person, entity, or holding company, other than the charter school, shall be held in trust upon the sponsor's request, until any appeal status is resolved.

(e) If a charter is not renewed or is terminated, the charter school is responsible for all debts of the charter school. The sponsor may not assume the debt from any contract made between the governing body of the school and a third party, except for a debt that is previously detailed and agreed upon in writing by both the sponsor and the governing body of the school and that may not reasonably be assumed to have been satisfied by the sponsor.

(f) If a charter is not renewed or is terminated, a student who attended the school may apply to, and shall be enrolled in, another public school. Normal application deadlines shall be disregarded under such circumstances.

(9) CHARTER SCHOOL REQUIREMENTS.—

(a) A charter school shall be nonsectarian in its programs, admission policies, employment practices, and operations.

(b) A charter school shall admit students as provided in subsection (10).

(c) A charter school shall be accountable to its sponsor for performance as provided in subsection (7).

(d) A charter school shall not charge tuition or registration fees, except those fees normally charged by other public schools. However, a charter lab school may charge a student activity and service fee as authorized by s. 1002.32(5).

(e) A charter school shall meet all applicable state and local health, safety, and civil rights requirements.

(f) A charter school shall not violate the antidiscrimination provisions of s. 1000.05.

(g)1. In order to provide financial information that is comparable to that reported for other public schools, charter schools are to maintain all financial records that constitute their accounting system:

a. In accordance with the accounts and codes prescribed in the most recent issuance of the publication titled "Financial and Program Cost Accounting and Reporting for Florida Schools"; or

b. At the discretion of the charter school's governing board, a charter school may elect to follow generally accepted accounting standards for not-for-profit organizations, but must reformat this information for reporting

according to this paragraph.

2. Charter schools shall provide annual financial report and program cost report information in the state-required formats for inclusion in sponsor reporting in compliance with s. 1011.60(1). Charter schools that are operated by a municipality or are a component unit of a parent nonprofit organization may use the accounting system of the municipality or the parent but must reformat this information for reporting according to this paragraph.

3. A charter school shall, upon approval of the charter contract, provide the sponsor with a concise, uniform, monthly financial statement summary sheet that contains a balance sheet and a statement of revenue, expenditures, and changes in fund balance. The balance sheet and the statement of revenue, expenditures, and changes in fund balance shall be in the governmental funds format prescribed by the Governmental Accounting Standards Board. A high-performing charter school pursuant to s. 1002.331 may provide a quarterly financial statement in the same format and requirements as the uniform monthly financial statement summary sheet. The sponsor shall review each monthly or quarterly financial statement to identify the existence of any conditions identified in s. 1002.345(1)(a).

4. A charter school shall maintain and provide financial information as required in this paragraph. The financial statement required in subparagraph 3. must be in a form prescribed by the Department of Education.

(h) The governing board of the charter school shall annually adopt and maintain an operating budget.

(i) The governing body of the charter school shall exercise continuing oversight over charter school operations.

(j) The governing body of the charter school shall be responsible for:

1. Establishing and maintaining internal controls designed to:

a. Prevent and detect fraud, waste, and abuse as defined in s. 11.45(1).

b. Promote and encourage compliance with applicable laws, rules, contracts, grant agreements, and best practices.

c. Support economical and efficient operations.

d. Ensure reliability of financial records and reports.

e. Safeguard assets.

2. Ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to s. 1002.345(2), who shall submit the report to the governing body.

3. Reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan.

4.a. Performing the duties in s. 1002.345, including monitoring a corrective action plan.

b. Monitoring a financial recovery plan in order to ensure compliance.

5. Participating in governance training approved by the department which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility.

(k) The governing body of the charter school shall report its progress annually to its sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports. The Department of Education shall develop a uniform, online annual accountability report to be completed by charter schools. This report shall be easy to utilize and contain demographic information, student performance data, and financial accountability information. A charter school shall not be required to provide information and data that is duplicative and already in the possession of the department. The Department of Education shall include in its compilation a notation if a school failed to file its report by the deadline established by the department. The report shall include at least the following components:

1. Student achievement performance data, including the information required for the annual school report and the education accountability system governed by ss. 1008.31 and 1008.345. Charter schools are subject to the same accountability requirements as other public schools, including reports of student achievement information that links baseline student data to the school's performance projections identified in the charter. The charter school shall identify reasons for any difference between projected and actual student performance.

2. Financial status of the charter school which must include revenues and expenditures at a level of detail that allows for analysis of the charter school's ability to meet financial obligations and timely repayment of debt. [14]

3. Documentation of the facilities in current use and any planned facilities for use by the charter school for instruction of students, administrative functions, or investment purposes.

4. Descriptive information about the charter school's personnel, including salary and benefit levels of charter school employees, the proportion of instructional personnel who hold professional or temporary certificates, and the proportion of instructional personnel teaching in-field or out-of-field.

(l) A charter school shall not levy taxes or issue bonds secured by tax revenues.

(m) A charter school shall provide instruction for at least the number of days required by law for other public schools and may provide instruction for additional days.

(n)1. The director and a representative of the governing board of a charter school that has earned a grade of "D" or "F" pursuant to s. 1008.34 shall appear before the sponsor to present information concerning each contract component having noted deficiencies. The director and a representative of the governing board shall submit to the sponsor for approval a school improvement plan to raise student performance. Upon approval by the sponsor, the charter school shall begin implementation of the school improvement plan. The department shall offer technical assistance and training to the charter school and its governing board and establish guidelines for developing, submitting, and approving such plans.

2.a. If a charter school earns three consecutive grades below a "C," the charter school governing board shall choose one of the following corrective actions:

(I) Contract for educational services to be provided directly to students, instructional personnel, and school administrators, as prescribed in state board rule;

(II) Contract with an outside entity that has a demonstrated record of effectiveness to operate the school;

(III) Reorganize the school under a new director or principal who is authorized to hire new staff; or

(IV) Voluntarily close the charter school.

b. The charter school must implement the corrective action in the school year following receipt of a third consecutive grade below a "C."

c. The sponsor may annually waive a corrective action if it determines that the charter school is likely to improve a letter grade if additional time is provided to implement the intervention and support strategies prescribed by the school improvement plan. Notwithstanding this sub-subparagraph, a charter school that earns a second consecutive grade of "F" is subject to subparagraph 3.

d. A charter school is no longer required to implement a corrective action if it improves to a "C" or higher. However, the charter school must continue to implement strategies identified in the school improvement plan. The sponsor must annually review implementation of the school improvement plan to monitor the school's continued improvement pursuant to subparagraph 4.

e. A charter school implementing a corrective action that does not improve to a "C" or higher after 2 full school years of implementing the corrective action must select a different corrective action. Implementation of the new corrective action must begin in the school year following the implementation period of the existing corrective action, unless the sponsor determines that the charter school is likely to improve to a "C" or higher if additional time is provided to implement the existing corrective action. Notwithstanding this sub-subparagraph, a charter school that earns a second consecutive grade of "F" while implementing a corrective action is subject to subparagraph 3.

3. A charter school's charter contract is automatically terminated if the school earns two consecutive grades of "F" after all school grade appeals are final unless:

a. The charter school is established to turn around the performance of a district public school pursuant to s. 1008.33(4)(b)2. Such charter schools shall be governed by s. 1008.33;

b. The charter school serves a student population the majority of which resides in a school zone served by a district public school subject to s. 1008.33(4) and the charter school earns at least a grade of "D" in its third year of operation. The exception provided under this sub-subparagraph does not apply to a charter school in its fourth year of operation and thereafter; or

c. The state board grants the charter school a waiver of termination. The charter school must request the waiver within 15 days after the department's official release of school grades. The state board may waive

termination if the charter school demonstrates that the Learning Gains of its students on statewide assessments are comparable to or better than the Learning Gains of similarly situated students enrolled in nearby public schools. The waiver is valid for 1 year and may only be granted once. Charter schools that have been in operation for more than 5 years are not eligible for a waiver under this sub-subparagraph.

The sponsor shall notify the charter school's governing board, the charter school principal, and the department in writing when a charter contract is terminated under this subparagraph. A charter terminated under this subparagraph must follow the procedures for dissolution and reversion of public funds pursuant to paragraphs (8)(d)-(f) and (9)(o).

4. The director and a representative of the governing board of a graded charter school that has implemented a school improvement plan under this paragraph shall appear before the sponsor at least once a year to present information regarding the progress of intervention and support strategies implemented by the school pursuant to the school improvement plan and corrective actions, if applicable. The sponsor shall communicate at the meeting, and in writing to the director, the services provided to the school to help the school address its deficiencies.

5. Notwithstanding any provision of this paragraph except sub-subparagraphs 3.a.-c., the sponsor may terminate the charter at any time pursuant to subsection (8).

(o)1. Upon initial notification of nonrenewal, closure, or termination of its charter, a charter school may not expend more than $10,000 per expenditure without prior written approval from the sponsor unless such expenditure was included within the annual budget submitted to the sponsor pursuant to the charter contract, is for reasonable attorney fees and costs during the pendency of any appeal, or is for reasonable fees and costs to conduct an independent audit.

2. An independent audit shall be completed within 30 days after notice of nonrenewal, closure, or termination to account for all public funds and assets.

3. A provision in a charter contract that contains an acceleration clause requiring the expenditure of funds based upon closure or upon notification of nonrenewal or termination is void and unenforceable.

4. A charter school may not enter into a contract with an employee that exceeds the term of the school's charter contract with its sponsor.

5. A violation of this paragraph triggers a reversion or clawback power by the sponsor allowing for collection of an amount equal to or less than the accelerated amount that exceeds normal expenditures. The reversion or clawback plus legal fees and costs shall be levied against the person or entity receiving the accelerated amount.

(p)1. Each charter school shall maintain a website that enables the public to obtain information regarding the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers, or education management corporations associated with the school; the school's annual budget and its annual independent fiscal audit; the school's grade pursuant to s. 1008.34; and, on a quarterly basis, the minutes of governing board meetings.

2. Each charter school's governing board must appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative must reside in the school district in which the charter school is located and may be a governing board member, a charter school employee, or an individual contracted to represent the governing board. If the governing board oversees multiple charter schools in the same school district, the governing board must appoint a separate representative for each charter school in the district. The representative's contact information must be provided annually in writing to parents and posted prominently on the charter school's website. The sponsor may not require governing board members to reside in the school district in which the charter school is located if the charter school complies with this subparagraph.

3. Each charter school's governing board must hold at least two public meetings per school year in the school district where the charter school is 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 charter school's operations. The appointed representative and charter school principal or director, or his or her designee, must be physically present at each meeting. Members of the governing board or any member of a committee formed or

designated by the governing board may attend in person or by means of communications media technology used in accordance with rules adopted by the Administration Commission under s. 120.54(5).

(q)1. The charter school principal or the principal's designee shall make a reasonable attempt to notify the parent of a student before the student is removed from school, school transportation, or a school-sponsored activity to be taken to a receiving facility for an involuntary examination pursuant to s. 394.463. For purposes of this subparagraph, "a reasonable attempt to notify" means the exercise of reasonable diligence and care by the principal or the principal's designee to make contact with the student's parent, guardian, or other known emergency contact whom the student's parent or guardian has authorized to receive notification of an involuntary examination. At a minimum, the principal or the principal's designee must take the following actions:

a. Use available methods of communication to contact the student's parent, guardian, or other known emergency contact, including, but not limited to, telephone calls, text messages, e-mails, and voice mail messages following the decision to initiate an involuntary examination of the student.

b. Document the method and number of attempts made to contact the student's parent, guardian, or other known emergency contact, and the outcome of each attempt.

A principal or his or her designee who successfully notifies any other known emergency contact may share only the information necessary to alert such contact that the parent or caregiver must be contacted. All such information must be in compliance with federal and state law.

2. The principal or the principal's designee may delay notification for no more than 24 hours after the student is removed if:

a. The principal or the principal's designee deems the delay to be in the student's best interest and a report has been submitted to the central abuse hotline, pursuant to s. 39.201, based upon knowledge or suspicion of abuse, abandonment, or neglect; or

b. The principal or the principal's designee reasonably believes that such delay is necessary to avoid jeopardizing the health and safety of the student.

3. Before a principal or his or her designee contacts a law enforcement officer, he or she must verify that de-escalation strategies have been utilized and outreach to a mobile response team has been initiated unless the principal or the principal's designee reasonably believes that any delay in removing the student will increase the likelihood of harm to the student or others. This requirement does not supersede the authority of a law enforcement officer to act under s. 394.463.

Each charter school governing board shall develop a policy and procedures for notification under this paragraph.

(r)1. Parents of charter school students have a right to timely notification of threats, unlawful acts, and significant emergencies pursuant to s. 1006.07(4) and (7).

2. Parents of charter school students have a right to access school safety and discipline incidents as reported pursuant to s. 1006.07(9).

(s) A charter school governing board may adopt its own code of student conduct. The code of student conduct must meet or exceed the minimum standards set forth in the sponsor's code of student conduct. Any provision of the code of student conduct which is more stringent than the sponsor's code of student conduct must align with the mission of the charter school and be acknowledged electronically or in writing by the parent. The sponsor may review the code and offer recommendations. Any complaint or appeal related to the code of student conduct must be resolved by the charter school's governing board using the board's established procedures and must be in compliance with applicable law and rules.

(10) ELIGIBLE STUDENTS.—

(a)1. A charter school may be exempt from the requirements of s. 1002.31 if the school is open to any student covered in an interdistrict agreement and any student residing in the school district in which the charter school is located.

2. A virtual charter school when enrolling students shall comply with the applicable requirements of s. 1002.31 and with the enrollment requirements established under s. 1002.45(1)(d)4.

3. A charter lab school shall be open to any student eligible to attend the lab school as provided in s. 1002.32 or who resides in the school district in which the charter lab school is located.

4. Any eligible student shall be allowed interdistrict transfer to attend a charter school when based on good cause. Good cause shall include, but is not limited to, geographic proximity to a charter school in a neighboring school district.

(b) The charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process.

(c) When a public school converts to charter status, enrollment preference shall be given to students who would have otherwise attended that public school. The district school board shall consult and negotiate with the conversion charter school every 3 years to determine whether realignment of the conversion charter school's attendance zone is appropriate in order to ensure that students residing closest to the charter school are provided with an enrollment preference.

(d) A charter school may give enrollment preference to the following student populations:

1. Students who are siblings of a student enrolled in the charter school.

2. Students who are the children of a member of the governing board of the charter school.

3. Students who are the children of an employee of the charter school.

4. Students who are the children of:

a. An employee of the business partner of a charter school-in-the-workplace established under paragraph (15)(b) or a resident of the municipality in which such charter school is located; or

b. A resident or employee of a municipality that operates a charter school-in-a-municipality pursuant to paragraph (15)(c) or allows a charter school to use a school facility or portion of land provided by the municipality for the operation of the charter school.

5. Students who have successfully completed, during the previous year, a prekindergarten education program provided by the charter school, the charter school's governing board, or a prekindergarten provider that has a written agreement with the governing board.

6. Students who are the children of an active duty member of any branch of the United States Armed Forces.

7. Students who attended or are assigned to failing schools pursuant to s. 1002.38(2).

8. Students who are the children of a safe-school officer, as defined in s. 1006.12, at the school.

9. Students who transfer from a classical school in this state to a charter classical school in this state. For purposes of this subparagraph, the term "classical school" means a traditional public school or charter school that implements a classical education model that emphasizes the development of students in the principles of moral character and civic virtue through a well-rounded education in the liberal arts and sciences which is based on the classical trivium stages of grammar, logic, and rhetoric.

10. Students who attend a job engine charter school under paragraph (15)(c) who are the children of an employee of a job-producing entity identified by the municipality in the annual job engine charter report.

(e) A charter school may limit the enrollment process only to target the following student populations:

1. Students within specific age groups or grade levels.

2. Students considered at risk of dropping out of school or academic failure. Such students shall include exceptional education students.

3. Students enrolling in a charter school-in-the-workplace or charter school-in-a-municipality established pursuant to subsection (15).

4. Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8. or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other nearby public schools.

5. Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application and charter or, in the case of existing charter schools, standards that are consistent with the school's mission and purpose. Such standards shall be in accordance with

current state law and practice in public schools and may not discriminate against otherwise qualified individuals. A school that limits enrollment for such purposes must place a student on a progress monitoring plan for at least one semester before dismissing such student from the school.

6. Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools that has been approved by the sponsor.

7. Students living in a development, or students whose parent or legal guardian maintains a physical or permanent employment presence within the development, in which a developer, including any affiliated business entity or charitable foundation, contributes to the formation, acquisition, construction, or operation of one or more charter schools or charter school facilities and related property in an amount equal to or having a total appraised value of at least $5 million to be used as charter schools to mitigate the educational impact created by the development of new residential dwelling units. Students living in the development are entitled to 50 percent of the student stations in the charter schools. The students who are eligible for enrollment are subject to a random lottery, the racial/ethnic balance provisions, or any federal provisions, as described in subparagraph 4. The remainder of the student stations must be filled in accordance with subparagraph 4.

8. Students whose parent or legal guardian is employed within a reasonable distance of the charter school, as described in paragraph (20)(c). The students who are eligible for enrollment are subject to a random lottery.

(f) Students with disabilities and students served in English for Speakers of Other Languages programs shall have an equal opportunity of being selected for enrollment in a charter school.

(g) A student may withdraw from a charter school at any time and enroll in another public school as determined by district school board rule.

(h) The capacity of the charter school shall be determined annually by the governing board, in conjunction with the sponsor, of the charter school in consideration of the factors identified in this subsection and subsection (18) unless the charter school is designated as a high-performing charter school pursuant to s. 1002.331. A sponsor may not require a charter school to waive the provisions of s. 1002.331 or require a student enrollment cap that prohibits a high-performing charter school from increasing enrollment in accordance with s. 1002.331(2) as a condition of approval or renewal of a charter.

(i) The capacity of a high-performing charter school identified pursuant to s. 1002.331 shall be determined annually by the governing board of the charter school. The governing board shall notify the sponsor of any increase in enrollment by March 1 of the school year preceding the increase. A sponsor may not require a charter school to identify the names of students to be enrolled or to enroll those students before the start of the school year as a condition of approval or renewal of a charter.

(11) PARTICIPATION IN INTERSCHOLASTIC EXTRACURRICULAR ACTIVITIES.—A charter school student is eligible to participate in an interscholastic extracurricular activity at the public school to which the student would be otherwise assigned to attend, or may develop an agreement to participate at a private school, pursuant to s. 1006.15(3)(d).

(12) EMPLOYEES OF CHARTER SCHOOLS.—

(a) A charter school shall select its own employees. A charter school may contract with its sponsor for the services of personnel employed by the sponsor.

(b) Charter school employees shall have the option to bargain collectively. Employees may collectively bargain as a separate unit or as part of the existing district collective bargaining unit as determined by the structure of the charter school.

(c) The employees of a conversion charter school shall remain public employees for all purposes, unless such employees choose not to do so.

(d) The teachers at a charter school may choose to be part of a professional group that subcontracts with the charter school to operate the instructional program under the auspices of a partnership or cooperative that they collectively own. Under this arrangement, the teachers would not be public employees.

(e) Employees of a school district may take leave to accept employment in a charter school upon the approval of the district school board. While employed by the charter school and on leave that is approved by the district school board, the employee may retain seniority accrued in that school district and may continue to be covered by

the benefit programs of that school district, if the charter school and the district school board agree to this arrangement and its financing. School districts shall not require resignations of teachers desiring to teach in a charter school. This paragraph shall not prohibit a district school board from approving alternative leave arrangements consistent with chapter 1012.

(f) Teachers employed by or under contract to a charter school shall be certified as required by chapter 1012. A charter school governing board may employ or contract with skilled selected noncertified personnel to provide instructional services or to assist instructional staff members as education paraprofessionals in the same manner as defined in chapter 1012, and as provided by State Board of Education rule for charter school governing boards. A charter school may not knowingly employ an individual to provide instructional services or to serve as an education paraprofessional if the individual's certification or licensure as an educator is suspended or revoked by this or any other state. A charter school may not knowingly employ an individual who has resigned from a school district in lieu of disciplinary action with respect to child welfare or safety, or who has been dismissed for just cause by any school district with respect to child welfare or safety. The qualifications of teachers shall be disclosed to parents.

(g)1. A charter school shall employ or contract with employees who have undergone background screening as provided in s. 1012.32. Members of the governing board of the charter school shall also undergo background screening in a manner similar to that provided in s. 1012.32. An individual may not be employed as an employee or contract personnel of a charter school or serve as a member of a charter school governing board if the individual is on the disqualification list maintained by the department pursuant to s. 1001.10(4)(b).

2. A charter school shall prohibit educational support employees, instructional personnel, and school administrators, as defined in s. 1012.01, from employment in any position that requires direct contact with students if the employees, personnel, or administrators are ineligible for such employment under s. 1012.315 or have been terminated or have resigned in lieu of termination for sexual misconduct with a student. If the prohibited conduct occurs while employed, a charter school must report the individual and the disqualifying circumstances to the department for inclusion on the disqualification list maintained pursuant to s. 1001.10(4)(b).

3. The governing board of a charter school shall adopt policies establishing standards of ethical conduct for educational support employees, instructional personnel, and school administrators. The policies must require all educational support employees, instructional personnel, and school administrators, as defined in s. 1012.01, to complete training on the standards; establish the duty of educational support employees, instructional personnel, and school administrators to report, and procedures for reporting, alleged misconduct that affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under ss. 39.203 and 768.095. A charter school, or any of its employees, may not enter into a confidentiality agreement regarding terminated or dismissed educational support employees, instructional personnel, or school administrators, or employees, personnel, or administrators who resign in lieu of termination, based in whole or in part on misconduct that affects the health, safety, or welfare of a student, and may not provide employees, personnel, or administrators with employment references or discuss the employees', personnel's, or administrators' performance with prospective employers in another educational setting, without disclosing the employees', personnel's, or administrators' misconduct. Any part of an agreement or contract that has the purpose or effect of concealing misconduct by educational support employees, instructional personnel, or school administrators which affects the health, safety, or welfare of a student is void, is contrary to public policy, and may not be enforced.

4. Before employing an individual in any position that requires direct contact with students, a charter school shall conduct employment history checks of each individual through use of the educator screening tools described in s. 1001.10(5), and document the findings. If unable to contact a previous employer, the charter school must document efforts to contact the employer.

5. The sponsor of a charter school that knowingly fails to comply with this paragraph shall terminate the charter under subsection (8).

(h) For the purposes of tort liability, the charter school, including its governing body and employees, shall be governed by s. 768.28. This paragraph does not include any for-profit entity contracted by the charter school or its governing body.

(i) A charter school shall organize as, or be operated by, a nonprofit organization. A charter school may be operated by a municipality or other public entity as provided for by law. As such, the charter school may be either a private or a public employer. As a public employer, a charter school may participate in the Florida Retirement System upon application and approval as a "covered group" under s. 121.021(34). If a charter school participates in the Florida Retirement System, the charter school employees shall be compulsory members of the Florida Retirement System. As either a private or a public employer, a charter school may contract for services with an individual or group of individuals who are organized as a partnership or a cooperative. Individuals or groups of individuals who contract their services to the charter school are not public employees.

(13) CHARTER SCHOOL COOPERATIVES.—Charter schools may enter into cooperative agreements to form charter school cooperative organizations that may provide services to further educational, operational, and administrative initiatives in which the participating charter schools share common interests.

(14) CHARTER SCHOOL FINANCIAL ARRANGEMENTS; INDEMNIFICATION OF THE STATE AND SPONSOR; CREDIT OR TAXING POWER NOT TO BE PLEDGED.—Any arrangement entered into to borrow or otherwise secure funds for a charter school authorized in this section from a source other than the state or a sponsor shall indemnify the state and the sponsor from any and all liability, including, but not limited to, financial responsibility for the payment of the principal or interest. Any loans, bonds, or other financial agreements are not obligations of the state or the sponsor but are obligations of the charter school authority and are payable solely from the sources of funds pledged by such agreement. The credit or taxing power of the state or the sponsor shall not be pledged and no debts shall be payable out of any moneys except those of the legal entity in possession of a valid charter approved by a sponsor pursuant to this section.

(15) CHARTER SCHOOLS-IN-THE-WORKPLACE; CHARTER SCHOOLS-IN-A-MUNICIPALITY.—

(a) In order to increase business partnerships in education, to reduce school and classroom overcrowding throughout the state, and to offset the high costs for educational facilities construction, the Legislature intends to encourage the formation of business partnership schools or satellite learning centers and municipal-operated schools through charter school status.

(b) A charter school-in-the-workplace may be established when a business partner provides the school facility to be used; enrolls students based upon a random lottery that involves all of the children of employees of that business or corporation who are seeking enrollment, as provided for in subsection (10); and enrolls students according to the racial/ethnic balance provisions described in subparagraph (7)(a)8. Any portion of a facility used for a public charter school shall be exempt from ad valorem taxes, as provided for in s. 1013.54, for the duration of its use as a public school.

(c)1. A charter school-in-a-municipality designation may be granted to a municipality that possesses a charter; enrolls students based upon a random lottery that involves all of the children of the residents of that municipality who are seeking enrollment, as provided for in subsection (10); and enrolls students according to the racial and ethnic balance provisions described in subparagraph (7)(a)8. When a municipality has submitted charter applications for the establishment of a charter school feeder pattern, consisting of elementary, middle, and senior high schools, and each individual charter application is approved by the sponsor, such schools shall then be designated as one charter school for all purposes listed pursuant to this section. Any portion of the land and facility used for a public charter school shall be exempt from ad valorem taxes, as provided for in s. 1013.54, for the duration of its use as a public school.

2. A municipality may seek a charter under subparagraph 1. from a sponsor in subsection (5). If granted, such a charter may be designated a job engine charter. The purpose of a job engine charter school is to attract job-producing entities to the municipality. The charter must require the municipality to:

a. Provide an annual report to the sponsor which will be made publicly available and include investments made to attract and maintain job-producing entities, such as private sector industries, in the municipality.

b. Include career education opportunities.

c. Include the provision of exceptional student education administration services, pursuant to subparagraph (20)(a)1.

d. Require the use of sufficient security technology to ensure a secure facility.

e. Notwithstanding paragraph (8)(e), accept responsibility for all debts incurred by the job engine charter school.

3. A job engine charter school may give enrollment preferences pursuant to subparagraph (10)(d)10.

(d) As used in this subsection, the terms "business partner" or "municipality" may include more than one business or municipality to form a charter school-in-the-workplace or charter school-in-a-municipality.

(16) EXEMPTION FROM STATUTES.—

(a) A charter school shall operate in accordance with its charter and shall be exempt from all statutes in chapters 1000-1013. However, a charter school shall be in compliance with the following statutes in chapters 1000-1013:

1. Those statutes specifically applying to charter schools, including this section.
2. Those statutes pertaining to the student assessment program and school grading system.
3. Those statutes pertaining to the provision of services to students with disabilities.
4. Those statutes pertaining to civil rights, including s. 1000.05, relating to discrimination.
5. Those statutes pertaining to student health, safety, and welfare.

(b) Additionally, a charter school shall be in compliance with the following statutes:

1. Section 286.011, relating to public meetings and records, public inspection, and criminal and civil penalties.
2. Chapter 119, relating to public records.
3. Section 1003.03, relating to the maximum class size, except that the calculation for compliance pursuant to s. 1003.03 shall be the average at the school level.
4. Section 1012.22(1)(c), relating to compensation and salary schedules.
5. Section 1012.33(5), relating to workforce reductions.
6. Section 1012.335, relating to contracts with instructional personnel hired on or after July 1, 2011.
7. Section 1012.34, relating to the substantive requirements for performance evaluations for instructional personnel and school administrators.
8. Section 1006.12, relating to safe-school officers.
9. Section 1006.07(7), relating to threat management teams.
10. Section 1006.07(9), relating to School Environmental Safety Incident Reporting.
11. Section 1006.07(10), relating to reporting of involuntary examinations.
12. Section 1006.1493, relating to the Florida Safe Schools Assessment Tool.
13. Section 1006.07(6)(d), relating to adopting an active assailant response plan.
14. Section 943.082(4)(b), relating to the mobile suspicious activity reporting tool.
15. Section 1012.584, relating to youth mental health awareness and assistance training.
16. Section 1001.42(4)(f)2., relating to middle school and high school start times, unless the governing board has submitted a report to the department pursuant to s. 1001.42(4)(f)3. A charter school-in-the-workplace is exempt from this requirement.
17. Section 1001.42(8)(c), relating to student welfare.
18. Section 1006.481, relating to training on human trafficking awareness.
19. Section 1002.20(4)(c), relating to school corporal punishment.

(c) For purposes of subparagraphs (b)4.-7.:

1. The duties assigned to a district school superintendent apply to charter school administrative personnel, as defined in s. 1012.01(3)(a) and (b), and the charter school governing board shall designate at least one administrative person to be responsible for such duties.
2. The duties assigned to a district school board apply to a charter school governing board.
3. A charter school may hire instructional personnel and other employees on an at-will basis.
4. Notwithstanding any provision to the contrary, instructional personnel and other employees on contract may be suspended or dismissed any time during the term of the contract without cause.

(17) FUNDING.—Students enrolled in a charter school, regardless of the sponsorship, shall be funded based upon the applicable program pursuant to s. 1011.62(1)(c), the same as students enrolled in other public schools in a school district. Funding for a charter lab school shall be as provided in s. 1002.32.

(a) Each charter school shall report its full-time equivalent student membership to the sponsor as required in s. 1011.62(1)(a) and in accordance with the definitions in s. 1011.61. The sponsor shall include each charter school's full-time equivalent student membership in the sponsor's full-time equivalent student membership report to the Department of Education. All charter schools submitting full-time equivalent student membership information required by the department shall comply with the department's guidelines for electronic data formats for such data, and all sponsors shall accept electronic data that complies with the department's electronic format.

(b)1. Funding for students enrolled in a charter school sponsored by a school district shall be the sum of the school district's operating funds from the Florida Education Finance Program as defined in s. 1011.61(4) and the General Appropriations Act, including gross state and local funds, and funds from the school district's current operating discretionary millage levy; divided by total funded weighted full-time equivalent students in the school district; and multiplied by the weighted full-time equivalent students for the charter school. Charter schools whose students or programs meet the eligibility criteria in law are entitled to their proportionate share of categorical program funds included in the total funds available in the Florida Education Finance Program by the Legislature, including the student transportation allocation and the educational enrichment allocation. Total funding for each charter school shall be recalculated during the year to reflect the revised calculations under the Florida Education Finance Program by the state and the actual weighted full-time equivalent students reported by the charter school during the full-time equivalent student survey periods designated by the Commissioner of Education. For charter schools operated by a not-for-profit or municipal entity, any unrestricted current and capital assets identified in the charter school's annual financial audit may be used for other charter schools operated by the not-for-profit or municipal entity within the school district. For charter schools operated by a not-for-profit entity, any unrestricted current or capital assets identified in the charter school's annual audit may be used for other charter schools operated by the not-for-profit entity which are located outside of the originating charter school's school district, but within the state, through an unforgivable loan that must be repaid within 5 years to the originating charter school by the receiving charter school. Unrestricted current assets shall be used in accordance with s. 1011.62, and any unrestricted capital assets shall be used in accordance with s. 1013.62(2).

2.a. Funding for students enrolled in a charter school sponsored by a state university or Florida College System institution pursuant to paragraph (5)(a) shall be provided in the Florida Education Finance Program as defined in s. 1011.61(4) and as specified in the General Appropriations Act. The calculation to determine the amount of state funds includes the sum of the base Florida Education Finance Program established in s. 1011.62(1)(n), the discretionary millage compression supplement established in s. 1011.62(5), and the state-funded discretionary contribution established in s. 1011.62(6). Charter schools whose students or programs meet the eligibility criteria in law are entitled to their proportionate share of categorical program funds included in the total funds available in the Florida Education Finance Program. The Florida College System institution or state university sponsoring the charter school shall be the fiscal agent for these funds, and all rules of the institution governing the budgeting and expenditure of state funds shall apply to these funds unless otherwise provided by law or rule of the State Board of Education.

(I) The nonvoted required local millage established pursuant to s. 1011.71(1) that would otherwise be required for the charter schools shall be allocated from state funds.

(II) An equivalent amount of funds for the operating discretionary millage authorized pursuant to s. 1011.71(1) shall be allocated to each charter school through a state-funded discretionary contribution established pursuant to s. 1011.62(6).

(III) The comparable wage factor as provided in s. 1011.62(2) shall be established as 1.000.

b. Total funding for each charter school shall be recalculated during the year to reflect the revised calculations under the Florida Education Finance Program by the state and the actual weighted full-time equivalent students reported by the charter school during the full-time equivalent student survey periods designated by the Commissioner of Education.

c. The Department of Education shall develop a tool that each state university or Florida College System institution sponsoring a charter school shall use for purposes of calculating the funding amount for each eligible

charter school student. The total amount obtained from the calculation must be appropriated from state funds in the General Appropriations Act to the charter school.

d. Capital outlay funding for a charter school sponsored by a state university or Florida College System institution pursuant to paragraph (5)(a) is determined as follows: multiply the maximum allowable nonvoted discretionary millage under s. 1011.71(2) by 96 percent of the current year's taxable value for school purposes for the district in which the charter school is located; divide the result by the total full-time equivalent student membership; and multiply the result by the full-time equivalent student membership of the charter school. The amount obtained shall be the discretionary capital improvement funds and shall be appropriated from state funds in the General Appropriations Act.

(c) Pursuant to 20 U.S.C. 8061 s. 10306, all charter schools shall receive all federal funding for which the school is otherwise eligible, including Title I funding, not later than 5 months after the charter school first opens and within 5 months after any subsequent expansion of enrollment. Unless otherwise mutually agreed to by the charter school and its sponsor, and consistent with state and federal rules and regulations governing the use and disbursement of federal funds, the sponsor shall reimburse the charter school on a monthly basis for all invoices submitted by the charter school for federal funds available to the sponsor for the benefit of the charter school, the charter school's students, and the charter school's students as public school students in the school district. Such federal funds include, but are not limited to, Title I, Title II, and Individuals with Disabilities Education Act (IDEA) funds. To receive timely reimbursement for an invoice, the charter school must submit the invoice to the sponsor at least 30 days before the monthly date of reimbursement set by the sponsor. In order to be reimbursed, any expenditures made by the charter school must comply with all applicable state rules and federal regulations, including, but not limited to, the applicable federal Office of Management and Budget Circulars; the federal Education Department General Administrative Regulations; and program-specific statutes, rules, and regulations. Such funds may not be made available to the charter school until a plan is submitted to the sponsor for approval of the use of the funds in accordance with applicable federal requirements. The sponsor has 30 days to review and approve any plan submitted pursuant to this paragraph.

(d) Charter schools shall be included by the Department of Education and the district school board in requests for federal stimulus funds in the same manner as district school board-operated public schools, including Title I and IDEA funds and shall be entitled to receive such funds. Charter schools are eligible to participate in federal competitive grants that are available as part of the federal stimulus funds.

(e) Sponsors shall make timely and efficient payment and reimbursement to charter schools, including processing paperwork required to access special state and federal funding for which they may be eligible, including the timely review and reimbursement of federal grant funds. Payments of funds under paragraph (b) shall be made monthly or twice a month, beginning with the start of the sponsor's fiscal year. Each payment shall be one-twelfth, or one twenty-fourth, as applicable, of the total state and local funds described in paragraph (b) and adjusted as set forth therein. For the first 2 years of a charter school's operation, if a minimum of 75 percent of the projected enrollment is entered into the sponsor's student information system by the first day of the current month, the sponsor shall distribute funds to the school for the months of July through October based on the projected full-time equivalent student membership of the charter school as submitted in the approved application. If less than 75 percent of the projected enrollment is entered into the sponsor's student information system by the first day of the current month, the sponsor shall base payments on the actual number of student enrollment entered into the sponsor's student information system. Thereafter, the results of full-time equivalent student membership surveys shall be used in adjusting the amount of funds distributed monthly to the charter school for the remainder of the fiscal year. The payments shall be issued no later than 10 working days after the sponsor receives a distribution of state or federal funds or the date the payment is due pursuant to this subsection. With respect to federal grant funds submitted for reimbursement, the sponsor shall have 60 calendar days from the date of the submission to reimburse the charter school if the submission provides all the necessary information to qualify for reimbursement. If a warrant for payment is not issued within 10 working days after receipt of funding by the sponsor or within 60 calendar days after an approved submittal for reimbursement of federal grant funds, the sponsor shall pay to the charter school, in addition to the amount of the scheduled disbursement, interest at a rate of 1 percent per month

calculated on a daily basis on the unpaid balance from the expiration of the 10 working days or 60 calendar days for the reimbursement of federal grant funds, until such time as the warrant is issued. The district school board may not delay payment to a charter school of any portion of the funds provided in paragraph (b) based on the timing of receipt of local funds by the district school board.

(f) Funding for a virtual charter school shall be as provided in s. 1002.45(6).

(g) To be eligible for public education capital outlay (PECO) funds, a charter school must be located in the State of Florida.

(h) A charter school that implements a schoolwide standard student attire policy pursuant to s. 1011.78 is eligible to receive incentive payments.

(i)1. By July 1 of each year, school districts shall provide charter schools the following information pertaining to shared revenues generated by a discretionary half-cent sales surtax, voted district school operating millage, and nonvoted district school capital improvement millage:

a. The estimated total revenue to be received from each tax.

b. The estimated per-student allocation to charter schools from each tax and the methodology used to determine the estimate.

c. The estimated timeframe within which the charter school will receive funds from each tax.

d. A detailed explanation for each revenue transmission at the time funds are transferred.

2. By March 31 of each year, each school district shall provide to the department a summary report, by charter school, of distributed revenues, by revenue source, and shall post the report on its website.

(18) FACILITIES.—

(a)1. A startup charter school shall utilize facilities which comply with the Florida Building Code pursuant to chapter 553 except for the State Requirements for Educational Facilities. Conversion charter schools shall utilize facilities that comply with the State Requirements for Educational Facilities provided that the school district and the charter school have entered into a mutual management plan for the reasonable maintenance of such facilities. The mutual management plan shall contain a provision by which the district school board agrees to maintain charter school facilities in the same manner as its other public schools within the district. Charter schools, with the exception of conversion charter schools, are not required to comply, but may choose to comply, with the State Requirements for Educational Facilities of the Florida Building Code adopted pursuant to s. 1013.37.

2. The local governing authority may not adopt, impose, or enforce any local building requirements, site-development restrictions, or operational requirements that impact parking and site-size criteria, student enrollment and capacity, hours of operation, and occupant load:

a. That are addressed by and more stringent than those found in the State Requirements for Educational Facilities of the Florida Building Code; or

b. That are not uniformly imposed or enforced by the local governing authority upon public schools within the jurisdiction of the local governing authority.

3. A local governing authority must treat charter schools equitably in comparison to similar requirements, restrictions, and site planning processes imposed upon public schools that are not charter schools, including such provisions that are established by interlocal agreement, development order, or development permit. An interlocal agreement entered into by a school district for the development of only its own schools, including provisions relating to the extension of infrastructure, may be used by charter schools. A charter school may not be subject to any land use regulation requiring a change to a local government comprehensive plan or requiring a development order or development permit, as those terms are defined in s. 163.3164, or any requirement or restriction that would not be required for a public or private school in the same location or a location on which a public or private school has previously been permitted. A local governing authority may not apply or enforce a condition against a charter school unless the condition is uniformly applied to other public schools within the jurisdiction of the local governing authority and the charter school is located on property that is the subject of a previously approved development order or development permit, and if such development order or development permit contains conditions applicable to the construction or operation of a public or private school, including, but not limited to:

a. Limits on the number of students;

b. Limits on the number of teachers;

c. Limits on the number of classrooms;

d. Limits on the hours of operation;

e. Minimum outdoor recreation area; or

f. Requirements to conform to a prior plan of development.

4. The agency having jurisdiction for inspection of a facility and issuance of a certificate of occupancy or use shall be the local municipality or, if in an unincorporated area, the county governing authority. A charter school that meets the requirements of state law consistent with the requirements of this subsection shall be administratively approved by the local governing authority. If a local governing authority refuses to comply with this subsection, the aggrieved school or entity has an immediate right to bring an action in circuit court to enforce its rights. An aggrieved party that prevails in such an action may be awarded attorney fees and court costs.

(b) A charter school shall use facilities that comply with the Florida Fire Prevention Code, pursuant to s. 633.208, as adopted by the authority in whose jurisdiction the facility is located as provided in paragraph (a).

(c) Any facility, or portion thereof, used to house a charter school whose charter has been approved by the sponsor and the governing board, pursuant to subsection (7), is exempt from ad valorem taxes pursuant to s. 196.1983. Notwithstanding any other law, local ordinance, or regulation to the contrary, a local governing authority may not require a charter school to obtain a special exemption or conditional use approval for the charter school to be an allowable use under the local governing authority's land development code. Any library, community service, museum, performing arts, theater, cinema, or church facility; any facility or land owned by a Florida College System institution or university; any similar public institutional facilities; and any facility recently used to house a school or child care facility licensed under s. 402.305 may provide space to charter schools within their facilities under their preexisting zoning and land use designations without obtaining a special exception, rezoning, or a land use change.

(d) Charter school facilities are exempt from assessments of fees for building permits, except as provided in s. 553.80; fees for building and occupational licenses; impact fees or exactions; service availability fees; and assessments for special benefits.

(e) If a district school board facility or property is available because it is surplus, marked for disposal, or otherwise unused, it shall be provided for a charter school's use on the same basis as it is made available to other public schools in the district. A charter school receiving property from the sponsor may not sell or dispose of such property without written permission of the sponsor. Similarly, for an existing public school converting to charter status, a district school board may not charge rental or leasing fees for the existing facility or for the property normally inventoried to the conversion school to the parents, principal, school advisory council, or teachers organizing the charter school. The municipality must negotiate rental or leasing fees with the district school board. Property normally inventoried to the school may not be removed. The charter school shall agree to reasonable maintenance provisions in order to maintain the facility in a manner similar to district school board standards. The Public Education Capital Outlay maintenance funds or any other maintenance funds generated by the facility operated as a conversion school shall remain with the conversion school.

(f) To the extent that charter school facilities are specifically created to mitigate the educational impact created by the development of new residential dwelling units, pursuant to subparagraph (2)(c)4., a proportionate share of costs per student station of educational impact fees required to be paid in connection with the new residential dwelling units must be designated for the construction of the charter school facilities that will mitigate the student station impact, including charter school facilities described in subparagraph (10)(e)7. Such facilities shall be built to the State Requirements for Educational Facilities and shall be owned by a public or nonprofit entity. The local school district retains the right to monitor and inspect such facilities to ensure compliance with the State Requirements for Educational Facilities. If a facility ceases to be used for public educational purposes, either the facility shall revert to the school district subject to any debt owed on the facility, or the owner of the facility shall have the option to refund all educational impact fees utilized for the facility to the school district. The district and the owner of the facility may contractually agree to another arrangement for the facilities if the facilities cease to be used for educational purposes. The owner of property planned or approved for new residential

dwelling units and the entity levying educational impact fees shall enter into an agreement that designates the educational impact fees that will be allocated for the charter school student stations and that ensures the timely construction of the charter school student stations concurrent with the expected occupancy of the residential units. The application for use of educational impact fees shall include an approved charter school application. To assist the school district in forecasting student station needs, the entity levying the impact fees shall notify the affected district of any agreements it has approved for the purpose of mitigating student station impact from the new residential dwelling units. Any entity contributing toward the construction of such facilities shall receive a credit toward any impact fees or exactions imposed for public educational facilities to the extent that the entity has not received a credit for such contribution pursuant to s. 163.3180(6)(h)2.

(g) Each school district shall annually provide to the Department of Education as part of its 5-year work plan the number of existing vacant classrooms in each school that the district does not intend to use or does not project will be needed for educational purposes for the following school year. The department may recommend that a district make such space available to an appropriate charter school.

(h) A charter school that is not implementing a school improvement plan pursuant to paragraph (9)(n) or a corrective action plan pursuant to s. 1002.345 may increase its student enrollment to more than the capacity identified in the charter, but student enrollment may not exceed the capacity of the facility at the time the enrollment increase will take effect. Facility capacity for purposes of expansion must include any improvements to an existing facility or any new facility in which the students of the charter school will enroll. A charter school must notify its sponsor in writing by March 1 if it intends to increase enrollment for the following school year. The written notice must specify the amount of the enrollment increase.

(19) CAPITAL OUTLAY FUNDING.—Charter schools sponsored by a school district are eligible for capital outlay funds pursuant to ss. 1011.71(2) and 1013.62. Capital outlay funds authorized in ss. 1011.71(2) and 1013.62 which have been shared with a charter school-in-the-workplace prior to July 1, 2010, are deemed to have met the authorized expenditure requirements for such funds.

(20) SERVICES.—

(a)1. A sponsor shall provide certain administrative and educational services to charter schools. These services shall include contract management services; full-time equivalent and data reporting services; exceptional student education administration services; services related to eligibility and reporting duties required to ensure that school lunch services under the National School Lunch Program, consistent with the needs of the charter school, are provided by the sponsor at the request of the charter school, that any funds due to the charter school under the National School Lunch Program be paid to the charter school as soon as the charter school begins serving food under the National School Lunch Program, and that the charter school is paid at the same time and in the same manner under the National School Lunch Program as other public schools serviced by the sponsor or the school district; test administration services, including payment of the costs of state-required or district-required student assessments; processing of teacher certificate data services; and information services, including equal access to the sponsor's student information systems that are used by public schools in the district in which the charter school is located or by schools in the sponsor's portfolio of charter schools if the sponsor is not a school district. Access to the sponsor's student information system must be provided to the charter school and its contractor, unless prohibited by general or federal law. Student performance data for each student in a charter school, including, but not limited to, statewide standardized test scores, coordinated screening and progress monitoring student results, previous public school student report cards, and student performance measures, shall be provided by the sponsor to a charter school in the same manner provided to other public schools in the district or by schools in the sponsor's portfolio of charter schools if the sponsor is not a school district. The department shall provide student performance data to a charter school and its contractor, unless prohibited by general or federal law.

2. A sponsor shall provide training to charter schools on systems the sponsor will require the charter school to use.

3. A sponsor may withhold an administrative fee for the provision of such services which shall be a percentage of the available funds defined in paragraph (17)(b) calculated based on weighted full-time equivalent students. If the charter school serves 75 percent or more exceptional education students as defined in s. 1003.01(9), the

percentage shall be calculated based on unweighted full-time equivalent students. The administrative fee shall be calculated as follows:

a. Up to 5 percent for:

(I) Enrollment of up to and including 250 students in a charter school as defined in this section.

(II) Enrollment of up to and including 500 students within a charter school system which meets all of the following:

(A) Includes conversion charter schools and nonconversion charter schools.

(B) Has all of its schools located in the same county.

(C) Has a total enrollment exceeding the total enrollment of at least one school district in this state.

(D) Has the same governing board for all of its schools.

(E) Does not contract with a for-profit service provider for management of school operations.

(III) Enrollment of up to and including 250 students in a virtual charter school.

b. Up to 2 percent for enrollment of up to and including 250 students in a high-performing charter school as defined in s. 1002.331.

c. Up to 2 percent for enrollment of up to and including 250 students in an exceptional student education center that meets the requirements of the rules adopted by the State Board of Education pursuant to s. 1008.3415(3).

4. A sponsor may not charge charter schools any additional fees or surcharges for administrative and educational services in addition to the maximum percentage of administrative fees withheld pursuant to this paragraph. A sponsor may not charge or withhold any administrative fee against a charter school for any funds specifically allocated by the Legislature for teacher compensation.

5. A sponsor shall provide to the department by September 15 of each year the total amount of funding withheld from charter schools pursuant to this subsection for the prior fiscal year. The department must include the information in the report required under sub-sub-subparagraph (5)(b)1.l.(III).

6. A sponsor shall annually provide a report to its charter schools on what services are being rendered from the sponsor's portion of the administrative fee. The report must include the listed services and be submitted to the department by September 15 of each year.

(b) If goods and services are made available to the charter school through the contract with the sponsor, they shall be provided to the charter school at a rate no greater than the sponsor's actual cost unless mutually agreed upon by the charter school and the sponsor in a contract negotiated separately from the charter. When mediation has failed to resolve disputes over contracted services or contractual matters not included in the charter, an appeal may be made to an administrative law judge appointed by the Division of Administrative Hearings. The administrative law judge has final order authority to rule on the dispute. The administrative law judge shall award the prevailing party reasonable attorney fees and costs incurred during the mediation process, administrative proceeding, and any appeals, to be paid by the party against whom the administrative law judge rules. To maximize the use of state funds, sponsors shall allow charter schools to participate in the sponsor's bulk purchasing program if applicable.

(c) Transportation of charter school students shall be provided by the charter school consistent with the requirements of subpart I.E. of chapter 1006 and s. 1012.45. The governing body of the charter school may provide transportation through an agreement or contract with the sponsor, a private provider, or parents. The charter school and the sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter.

(d) Each charter school shall annually complete and submit a survey, provided in a format specified by the Department of Education, to rate the timeliness and quality of services provided by the sponsor in accordance with this section. The department shall compile the results, by sponsor, and include the results in the report required under sub-sub-subparagraph (5)(b)1.l.(III).

(21) PUBLIC INFORMATION ON CHARTER SCHOOLS.—

(a) The Department of Education shall provide information to the public, directly and through sponsors, on how to form and operate a charter school and how to enroll in a charter school once it is created. This information shall include the standard application form, standard charter and virtual charter contracts, standard evaluation instrument, and standard charter and virtual charter renewal contracts, which shall include the information specified in subsection (7) and shall be developed by consulting and negotiating with both sponsors and charter schools before implementation. The charter and virtual charter contracts and charter renewal and virtual charter renewal contracts shall be used by charter school sponsors.

(b)1. The Department of Education shall report to each charter school receiving a school grade pursuant to s. 1008.34 or a school improvement rating pursuant to s. 1008.341 the school's student assessment data.

2. The charter school shall report the information in subparagraph 1. to each parent of a student at the charter school, the parent of a child on a waiting list for the charter school, the sponsor, and the governing board of the charter school. This paragraph does not abrogate the provisions of s. 1002.22, relating to student records, or the requirements of 20 U.S.C. s. 1232g, the Family Educational Rights and Privacy Act.

(22) FACILITIES SHARED BY CHARTER SCHOOLS.—

(a) If a charter school moves out of a facility that is shared with another charter school having a separate Master School Identification Number, the charter school must provide for an audit of all equipment, educational materials and supplies, curriculum materials, and other items purchased or developed with federal charter school program grant funds, and such items must be transferred to the charter school's new location. The audit report must be submitted to the Department of Education within 60 days after completion.

(b) A charter school may not transfer an enrolled student to another charter school having a separate Master School Identification Number without first obtaining the written approval of the student's parent.

(23) ANALYSIS OF CHARTER SCHOOL PERFORMANCE.—Upon receipt of the annual report required by paragraph (9)(k), the Department of Education shall provide to the State Board of Education, the Commissioner of Education, the Governor, the President of the Senate, and the Speaker of the House of Representatives an analysis and comparison of the overall performance of charter school students, to include all students whose scores are counted as part of the statewide assessment program, versus comparable public school students in the district as determined by the statewide assessment program currently administered in the school district, and other assessments administered pursuant to s. 1008.22(3).

(24) RESTRICTION ON EMPLOYMENT OF RELATIVES.—

(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 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.

Charter school personnel in schools operated by a municipality or other public entity are subject to s. 112.3135.

(25) LOCAL EDUCATIONAL AGENCY STATUS FOR CERTAIN CHARTER SCHOOL SYSTEMS.—

(a) A charter school system's governing board shall be designated a local educational agency for the purpose of receiving federal funds, the same as though the charter school system were a school district, if the governing board of the charter school system has adopted and filed a resolution with its sponsor and the Department of Education in which the governing board of the charter school system accepts the full responsibility for all local education agency requirements and the charter school system meets all of the following:

1. Has all schools located in the same county;
2. Has a total enrollment exceeding the total enrollment of at least one school district in this state; and
3. Has the same governing board.

(b) A charter school system's governing board may be designated a local educational agency for the purpose of receiving federal funds for all schools within a school district that are established pursuant to s. 1008.33 and are under the jurisdiction of the governing board. The governing board must adopt and file a resolution with its sponsoring district school board and the Department of Education and accept full responsibility for all local educational agency requirements.

Such designation does not apply to other provisions unless specifically provided in law.

(26) STANDARDS OF CONDUCT AND FINANCIAL DISCLOSURE.—

(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.

(d) A landlord of a charter school or his or her spouse or an officer, a director, or an employee of an entity that is a landlord of a charter school or his or her spouse may not be a member of a governing board of a charter school unless the charter school was established pursuant to paragraph (15)(c).

(27) MILITARY INSTALLATIONS.—

(a) The Legislature finds that military families face unique challenges due to the highly mobile nature of military service. Among the many challenges that military families face is providing a high-quality education for their children without disruption. The state has a compelling interest in assisting the development and enhancement of learning opportunities for military children and addressing their unique needs.

(b) It is the intent of the Legislature that a framework be established to address the needs of military children who, along with their families, face unique challenges due to the highly mobile nature of military service. In establishing this framework, military installation commanders are encouraged to collaboratively work with the Commissioner of Education to increase military family student achievement, which may include the establishment of charter schools on military installations. Although the State Board of Education, through the Commissioner of Education, shall supervise this collaboration, the applicable school district shall operate and maintain control over any school that is established on the military installation.

(28) RULEMAKING.—The Department of Education, after consultation with sponsors and charter school directors, shall recommend that the State Board of Education adopt rules to implement specific subsections of this section. Such rules shall require minimum paperwork and shall not limit charter school flexibility authorized by statute. The State Board of Education shall adopt rules, pursuant to ss. 120.536(1) and 120.54, to implement a standard charter application form, standard application form for the replication of charter schools in a high-performing charter school system, standard evaluation instrument, standard monitoring tool, and standard charter and charter renewal contracts in accordance with this section.

History.—s. 98, ch. 2002-387; s. 23, ch. 2003-391; s. 1, ch. 2003-393; ss. 35, 78, ch. 2004-41; s. 3, ch. 2004-295; s. 1, ch. 2004-354; s. 1, ch. 2006-190; s. 2, ch. 2006-302; s. 5, ch. 2007-234; s. 14, ch. 2008-108; s. 4, ch. 2008-142; s. 1, ch. 2008-204; s. 7, ch. 2009-214; s. 24,

ch. 2010-70; s. 6, ch. 2010-154; s. 6, ch. 2011-1; s. 27, ch. 2011-5; s. 13, ch. 2011-37; s. 8, ch. 2011-55; s. 2, ch. 2011-137; ss. 3, 5, ch. 2011-232; s. 93, ch. 2012-5; s. 6, ch. 2012-133; s. 2, ch. 2012-194; s. 5, ch. 2013-27; s. 42, ch. 2013-35; s. 156, ch. 2013-183; s. 2, ch. 2013-236; ss. 1, 2, ch. 2013-250; s. 35, ch. 2014-1; s. 3, ch. 2014-23; s. 24, ch. 2014-39; s. 7, ch. 2014-56; s. 4, ch. 2015-67; s. 4, ch. 2016-2; s. 7, ch. 2016-237; s. 21, ch. 2017-116; s. 9, ch. 2018-6; s. 114, ch. 2019-3; s. 18, ch. 2019-15; s. 8, ch. 2019-22; s. 4, ch. 2019-23; s. 13, ch. 2020-107; s. 3, ch. 2021-9; s. 4, ch. 2021-35; s. 4, ch. 2021-138; s. 5, ch. 2021-176; s. 72, ch. 2022-4; s. 2, ch. 2022-126; s. 3, ch. 2022-144; s. 1, ch. 2022-146; s. 11, ch. 2022-154; s. 142, ch. 2023-8; s. 5, ch. 2023-13; s. 36, ch. 2023-18; s. 3, ch. 2023-39; s. 2, ch. 2023-78; s. 2, ch. 2023-97; s. 4, ch. 2023-102; s. 4, ch. 2023-108; s. 2, ch. 2023-113; s. 11, ch. 2023-220; s. 8, ch. 2024-101; s. 32, ch. 2024-160; s. 4, ch. 2024-230; s. 97, ch. 2025-6; s. 2, ch. 2025-53; s. 2, ch. 2025-65; s. 3, ch. 2025-106; s. 6, ch. 2025-109; s. 15, ch. 2025-110; s. 4, ch. 2025-203.

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

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

A. Item Currently Budgeted -

Account Name: No Financial Impact

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

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

Account Name

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

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

B. Item Currently Not Budgeted -**

Funding Source

Account Name

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

Amount $

Funding Source

Account Name

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

Amount $

C. History

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

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

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

Hernando School District

School Board Workshop

Agenda Item # 3. 26-3715 4/28/2026

Title and Board Action Requested
Review of the 2023-2028 Strategic Plan Priority 1

Executive Summary
Staff, on behalf of the Superintendent of Schools, will present the District's progress towards meeting the 2023-2028 Strategic Plan goals for Priority 1 - Student Success.

My Contact
Gina Michalicka
Assistant Superintendent of Teaching and Learning
352-797-7000

2023-28 Strategic Focus Area
Priority 4: Community Connection

Financial Impact
See attached budget sheet.

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

Hernando School District

Strategic Plan 2023-2028
2025 Report of Progress

April 2026

HERNANDO SCHOOL DISTRICT

Learn it. Love it. Live it.

Strategic Plan 2023-2028

Our Vision

To inspire and support the pursuit of individual greatness.

Our Mission

To collaborate with students, parents and other community stakeholders in effectively preparing all students for a successful transition into a diverse and changing world.

HERNANDO SCHOOL DISTRICT
2023 - 2028 Strategic Plan

To inspire and support the pursuit of individual greatness.

PRIORITY 1

STUDENT SUCCESS

GOAL: Provide standards-based instruction in all classes, in all content areas to ensure all students are college or career ready to be contributing members of society.

STRATEGY 1

Ensure teachers, visited during administrative walk-throughs, deliver grade-level, benchmark-based instruction to engage all learners.

STRATEGY 2

Ensure schools engage in evidence-based strategies and interventions to support subgroups and close achievement gap.

STRATEGY 3

Prepare K-12 students for post-secondary education, employment or military service.

PRIORITY 2

TALENT MANAGEMENT

GOAL: Create a culture that attracts, develops and retains quality employees passionate about supporting student success.

STRATEGY 1

Create opportunities and pipelines for our community to become employees of Hernando County Schools.

STRATEGY 2

Provide opportunities for continued professional growth.

STRATEGY 3

Retain our workforce to reduce turnover of high-quality employees.

PRIORITY 3

SAFE AND HEALTHY LEARNING ENVIRONMENT

GOAL: Enhance and strengthen a safe and healthy learning environment.

STRATEGY 1

Ensure students have access to and receive high quality, nutritious meals provided by the Food & Nutrition Department.

STRATEGY 2

Increase the preparedness of staff and students to respond to critical incidents on campus or at school-sponsored events by providing ongoing training activities.

STRATEGY 3

Improve student resiliency and life skills by providing school-based mental health supports.

STRATEGY 4

Improve the student-to-school connection by monitoring early warning data to determine student needs and provide additional support.

STRATEGY 5

Provide safe, on-time transportation to and from school for all students.

PRIORITY 4

COMMUNITY CONNECTION

GOAL: Create opportunities to engage the greater community for the purpose of fostering trust and advancing student excellence.

STRATEGY 1

Improve student learning opportunities by strengthening community and business partnerships.

STRATEGY 2

Enhance two-way district communication and engagement with families and the community.

STRATEGY 3

Elevate the quality of internal communications and ensure staff receive timely and constructive information.

STRATEGY 4

Develop authentic ways to celebrate the contributions and achievements of all employees.

PRIORITY 5

FISCAL TRANSPARENCY AND CAPITAL PLANNING

GOAL: Ensure public funds are used efficiently to maintain quality educational needs and facilities for our students.

STRATEGY 1

Maximize all district resources to enhance the learning environment and ensure financial sustainability.

STRATEGY 2

Improve and maintain district facilities by utilizing appropriate funding effectively to provide the best quality education and services to our students, staff and community.

STRATEGY 3

Monitor the projected growth of Hernando County over the next several years, and plan accordingly to ensure student growth does not outgrow student stations.

PRIORITY 1: STUDENT SUCCESS

Goal: **Provide standards-based instruction in all classes, in all content areas to ensure all students are college or career ready to be contributing members of society.**

- **Strategy 1** Ensure teachers, visited during administrative walk-throughs, deliver grade level, benchmark based instruction to engage all learners.
- **Strategy 2** Ensure schools engage in evidence-based strategies and interventions to support subgroups and close the achievement gap.
- **Strategy 3** Prepare K-12 students for post-secondary education, employment or military service.

PRIORITY 1: STUDENT SUCCESS

Cognia Accreditation

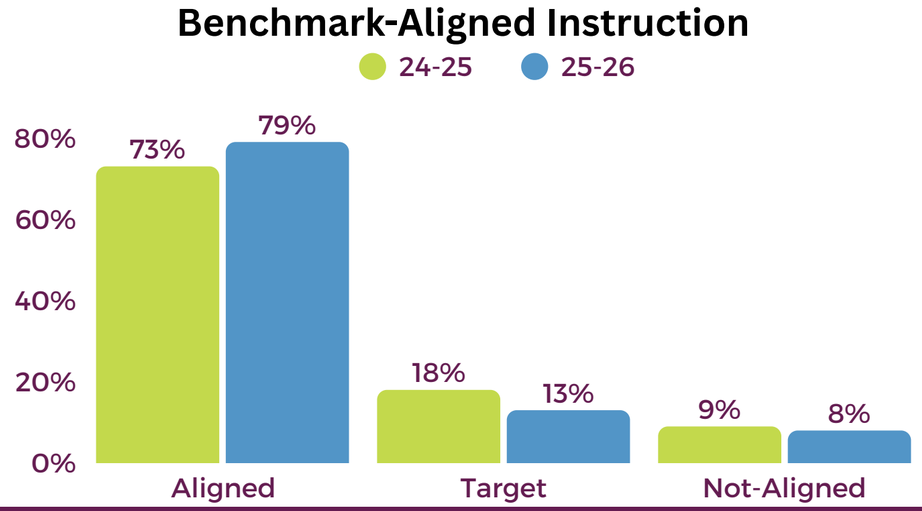
- Purposeful actions, rooted in data, use of student ownership and expanded pathways, reflect a sustained and effective approach to improvement.
- Hernando County has made notable progress in exploring and developing formal processes to enage all learners in goal setting that supports academic, career, personal, and social development.

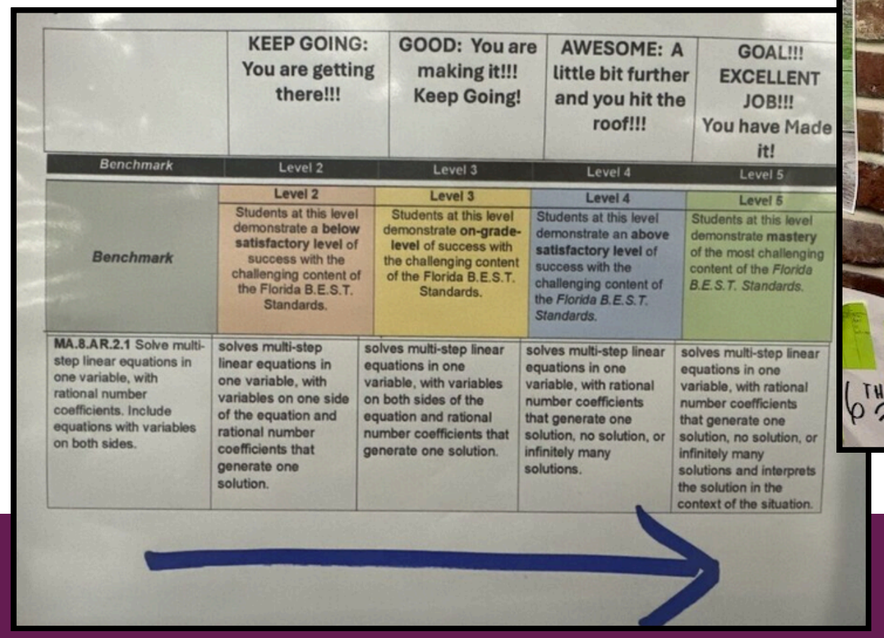
PRIORITY 1: STRATEGY 1

Ensure teachers, visited during administrative walk-throughs deliver, grade level, benchmark based instruction to engage all learners.

Action Steps:

- Classroom observations utilizing Danielson
- District Team formal and informal walkthroughs





	KEEP GOING: You are getting there!!!	GOOD: You are making it!!! Keep Going!	AWESOME: A little bit further and you hit the roof!!!	GOAL!!! EXCELLENT JOB!!! You have Made it!
Benchmark	Level 2	Level 3	Level 4	Level 5
Benchmark	Level 2: Students at this level demonstrate a **below satisfactory level** of success with the challenging content of the Florida B.E.S.T. Standards.	Level 3: Students at this level demonstrate **on-grade-level** of success with the challenging content of the Florida B.E.S.T. Standards.	Level 4: Students at this level demonstrate an **above satisfactory level** of success with the challenging content of the *Florida B.E.S.T. Standards.*	Level 5: Students at this level demonstrate **mastery** of the most challenging content of the *Florida B.E.S.T. Standards.*
MA.8.AR.2.1 Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.	solves multi-step linear equations in one variable, with variables on one side of the equation and rational number coefficients that generate one solution.	solves multi-step linear equations in one variable, with variables on both sides of the equation and rational number coefficients that generate one solution.	solves multi-step linear equations in one variable, with rational number coefficients that generate one solution, no solution, or infinitely many solutions.	solves multi-step linear equations in one variable, with rational number coefficients that generate one solution, no solution, or infinitely many solutions and interprets the solution in the context of the situation.



PRIORITY 1: STRATEGY 1

Ensure teachers, visited during administrative walk-throughs deliver, grade level, benchmark based instruction to engage all learners.

Action Steps:

- Facilitated lesson planning
- Facilitated Lesson Planning - SWD
- Acceleration
- Critical Thinking Classes
- Curriculum taskforce teams
- Targeted professional learning
- Specially Designed Instruction PL
- Teachers In Action Conference
- Teacher Data chats
- Student Data Chats

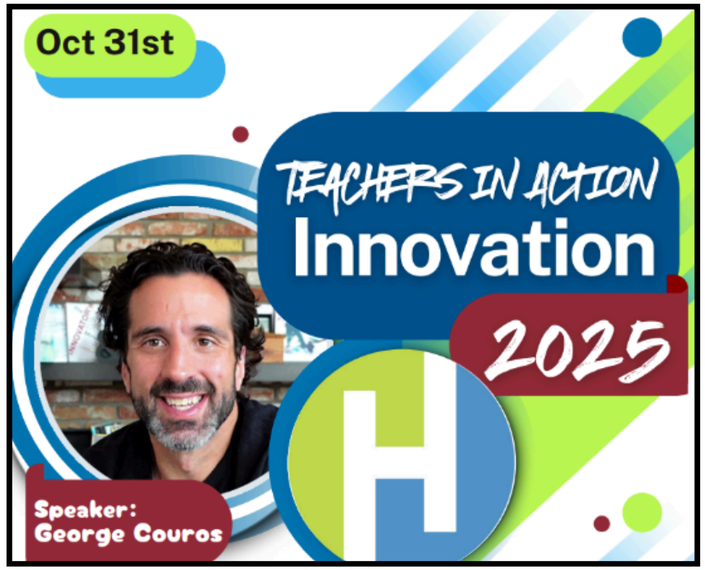
HERNANDO SCHOOL DISTRICT

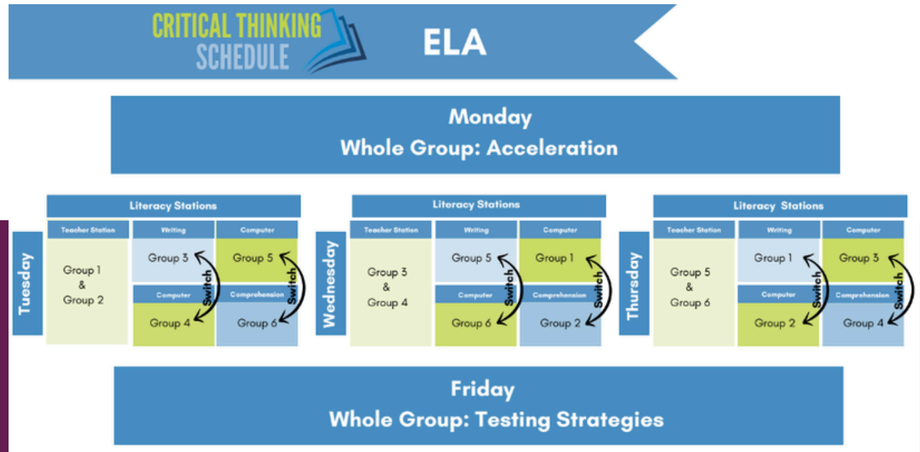
Learn it. Love it. Live it.

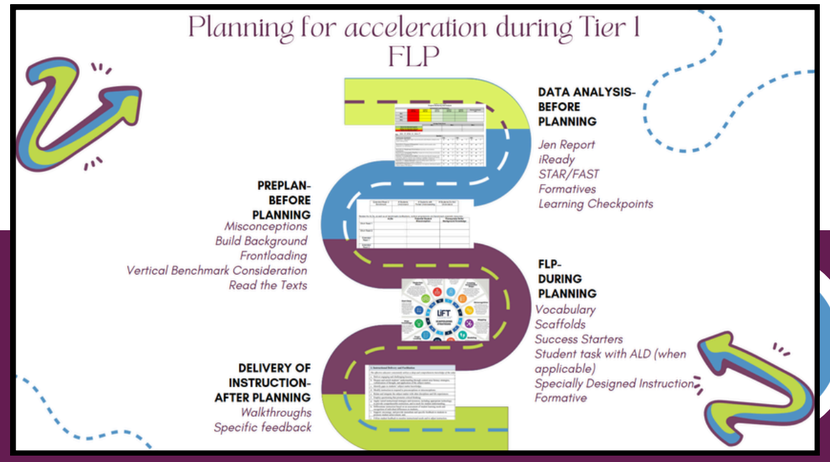
Division of Teaching & Learning

2025-2026 Curriculum Catalog

DISCIPLINE	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
English Language Arts	K-5 ELA Resources VPK Resources	6-8 ELA Resources	9-12 English Resources
Math	K-5 MATH Resources K-5 Decision Tree	6-8 MATH Resources 6-8 Decision Tree	9-12 MATH Resources
Science	K-5 SCIENCE Resources	6-8 SCIENCE Resources	9-12 SCIENCE Resources
Social Studies	K-5 SS Resources	6-8 SS Resources	9-12 SS Resources



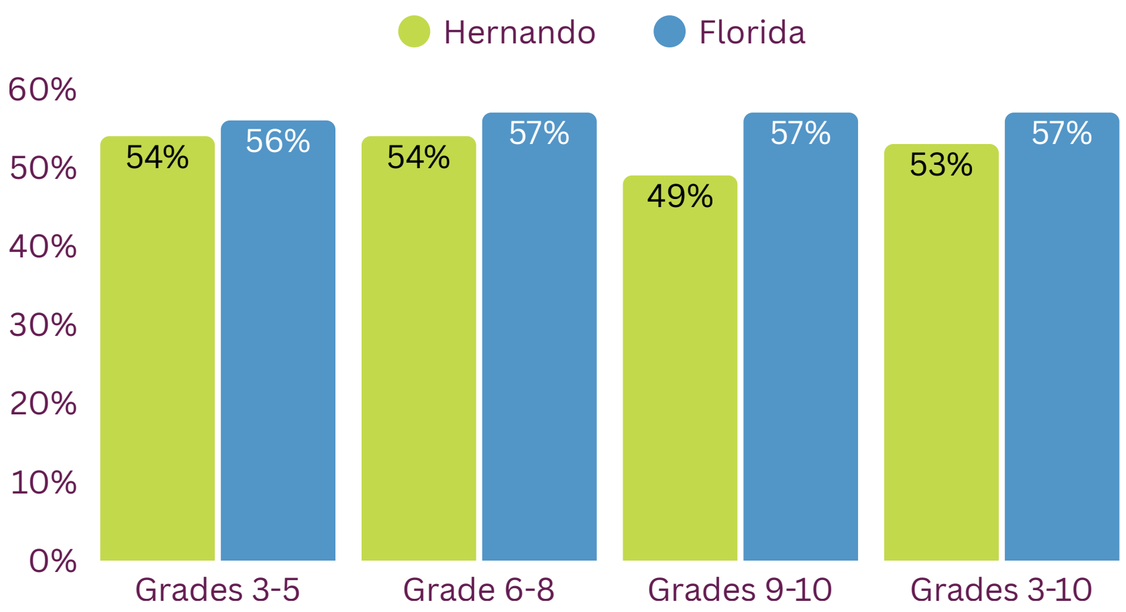




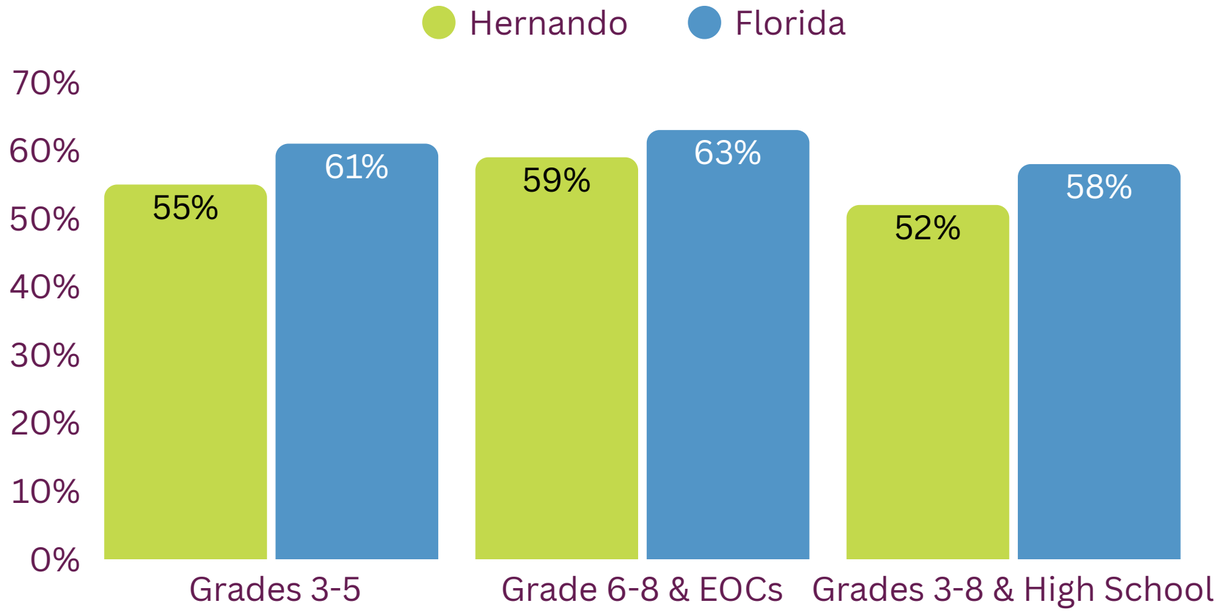
PRIORITY 1: STRATEGY 1

Ensure teachers, visited during administrative walk-throughs deliver, grade level, benchmark based instruction to engage all learners.

Measure: Meet or exceed the state average of students scoring proficient.



2025 ELA Achievement

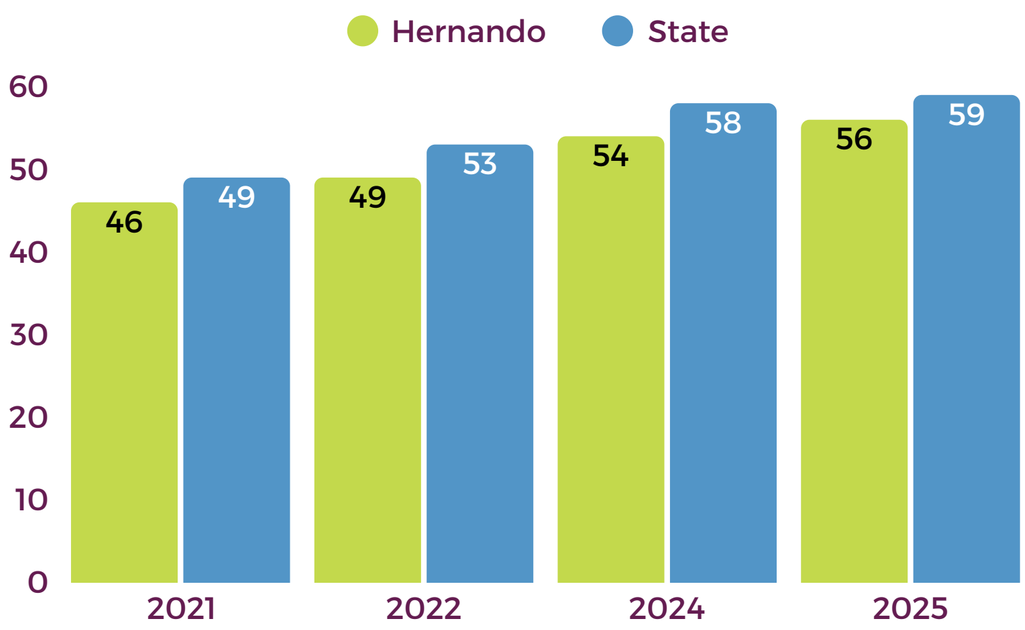


2025 Math Achievement

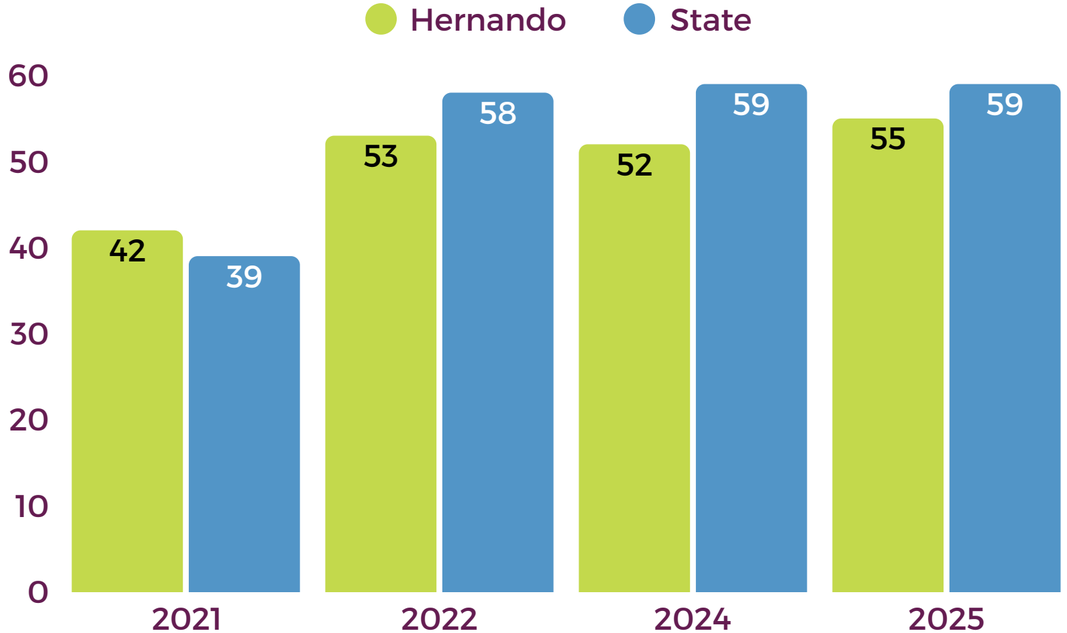
PRIORITY 1: STRATEGY 1

Ensure teachers, visited during administrative walk-throughs deliver, grade level, benchmark based instruction to engage all learners.

Measure: Meet or exceed the state average of students making learning gains.



ELA Learning Gains

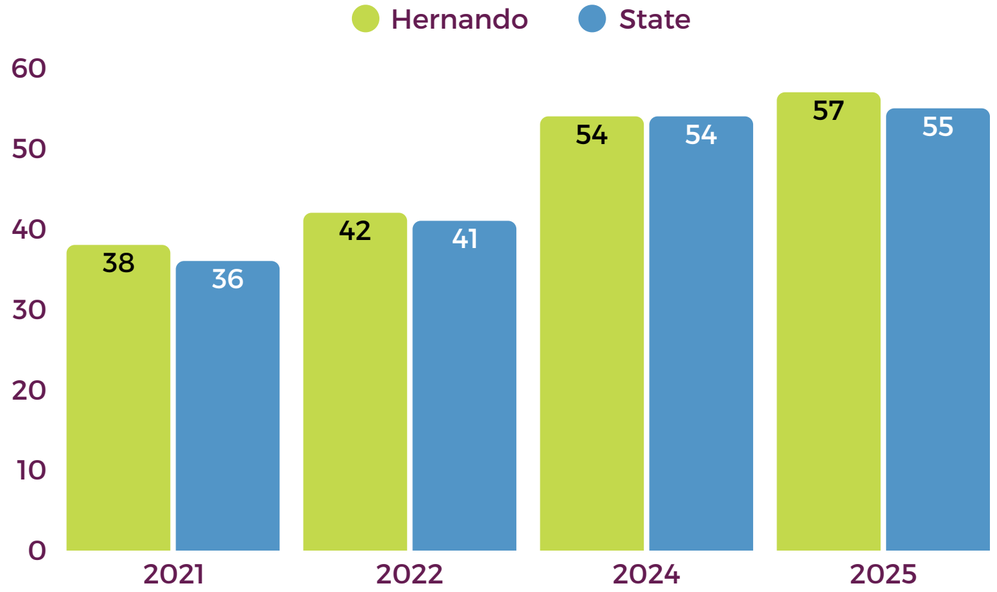


Math Learning Gains

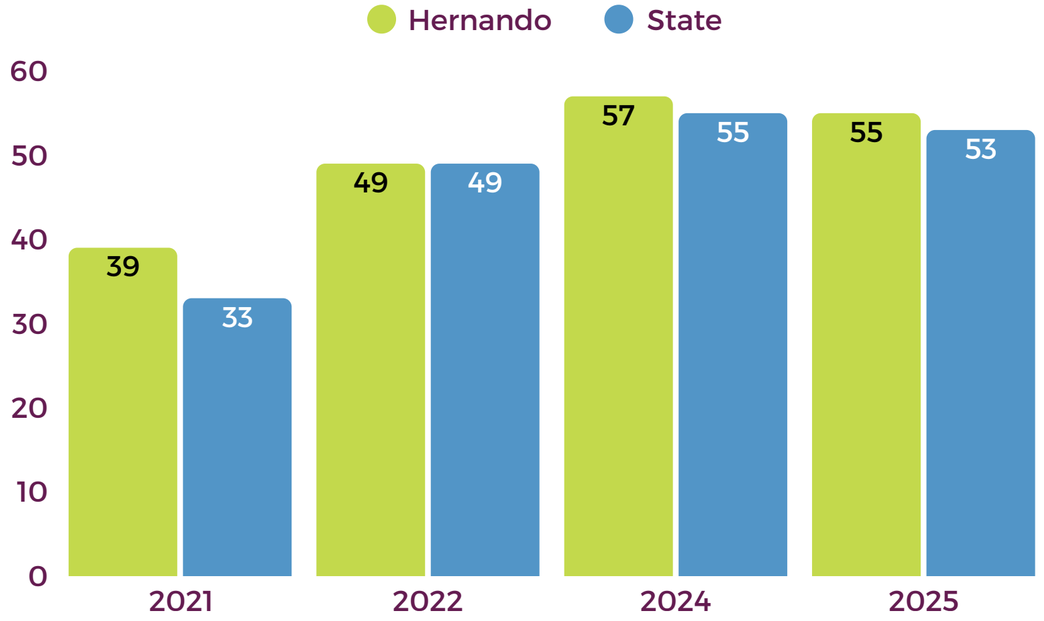
PRIORITY 1: STRATEGY 1

Ensure teachers, visited during administrative walk-throughs deliver, grade level, benchmark based instruction to engage all learners.

Measure: Meet or exceed the state average of students in the lowest quartile making learning gains on Florida Assessment of Student Thinking in English Language Arts and Math.



ELA Learning Gains Lowest 25%



Math Learning Gains Lowest 25%

PRIORITY 1: STRATEGY 2

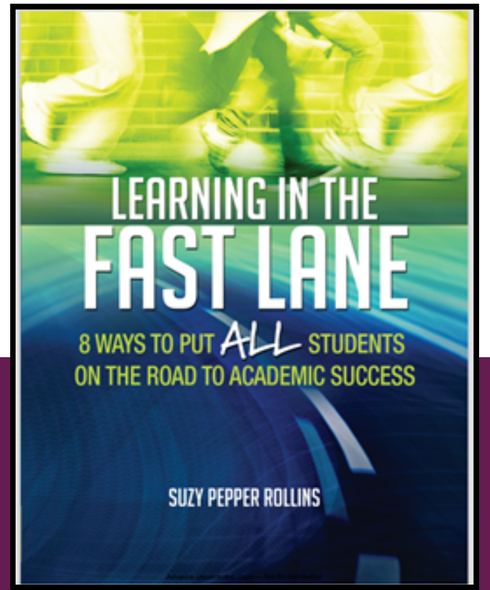
Ensure schools engage in evidence-based strategies and interventions to support subgroups and close achievement gap.

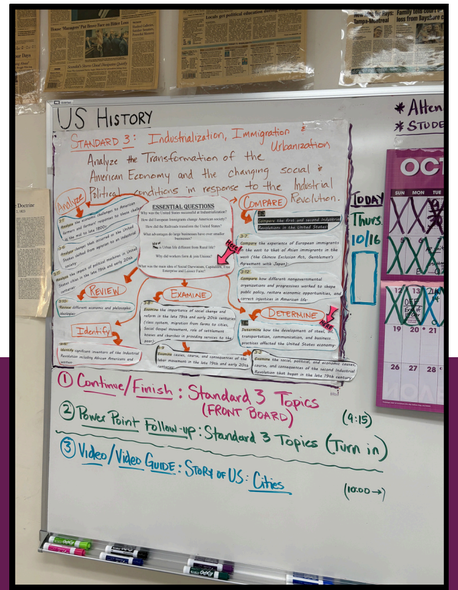
Action Steps:

- Achievement Gap committee since 2018
- Acceleration of student learning
- Focus on early learning/VPK
- ESE Instructional Specialist PK-1st Addition
- ESE PreK Progress Monitoring (GOLD)
- Project 10/ Jennifer
- The FIN Project Collaboration
- FDLRS Collaboration
- CARD, Sednet Collboration
- Educlimber
- Critical Thinking Classes
- SPOC Goals







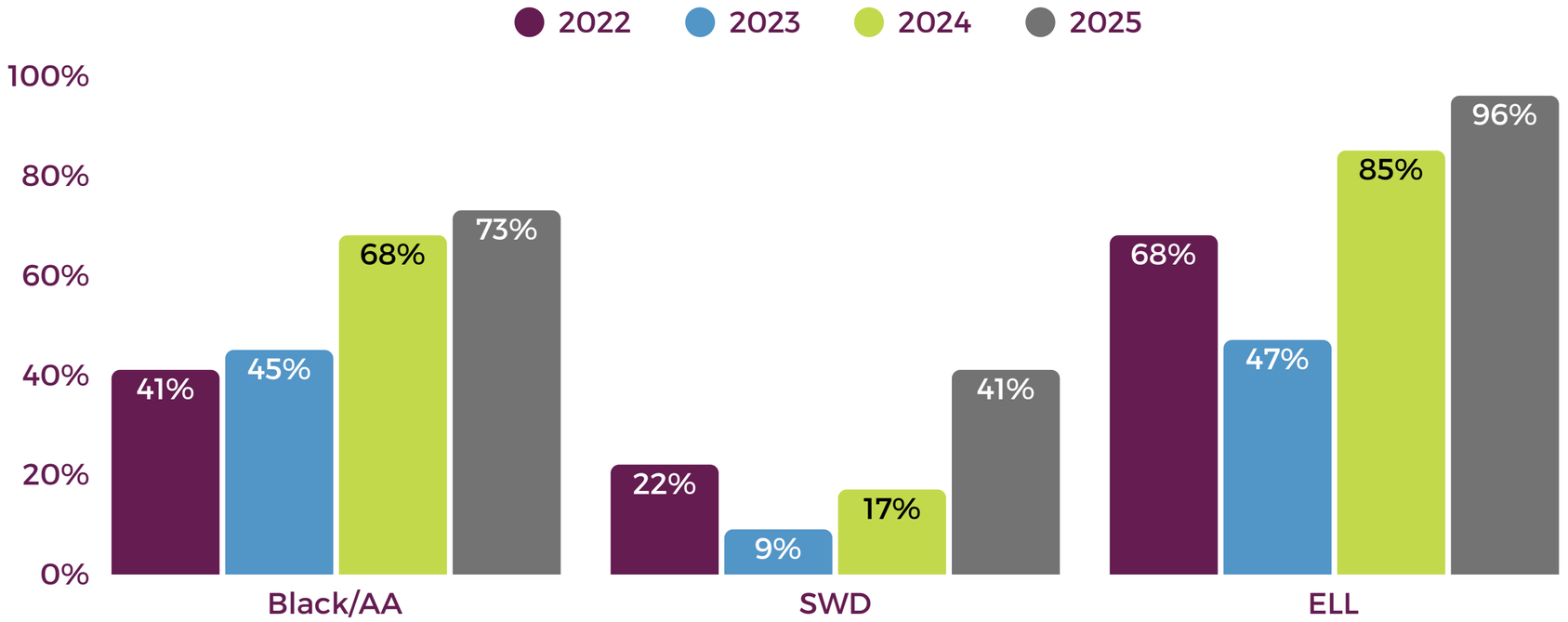


PRIORITY 1: STRATEGY 2

Ensure schools engage in evidence-based strategies and interventions to support subgroups and close achievement gap.

Measures: Close the achievement gap as measured by state metrics.

% of Schools Meeting 41% of Federal Index



PRIORITY 1: STRATEGY 2

Ensure schools engage in evidence-based strategies and interventions to support subgroups and close achievement gap.

Action Steps:

- Achievement Gap task force teams
- IDEA projects utilizied with fidelity for ESE Support
  - FIN Project, FDLRS, CARD, Sednet
- Focused initiative on meaningful summer ESY sessions
- PS/RTi, State Regional Literacy Director, PBiS







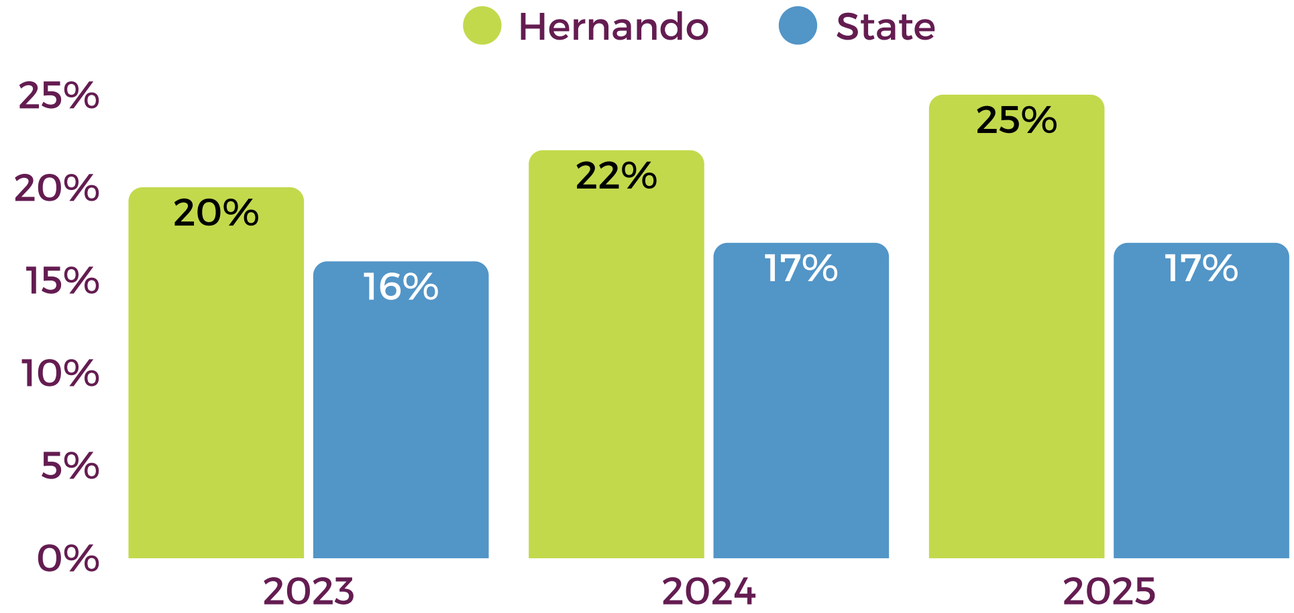
PRIORITY 1: STRATEGY 2

Ensure schools engage in evidence-based strategies and interventions to support subgroups and close achievement gap.

Measure: Increase the percentage of English Language Learners becoming proficient in language acquisition on Assessing Communication and Comprehension in English.

ACCESS for ELLs

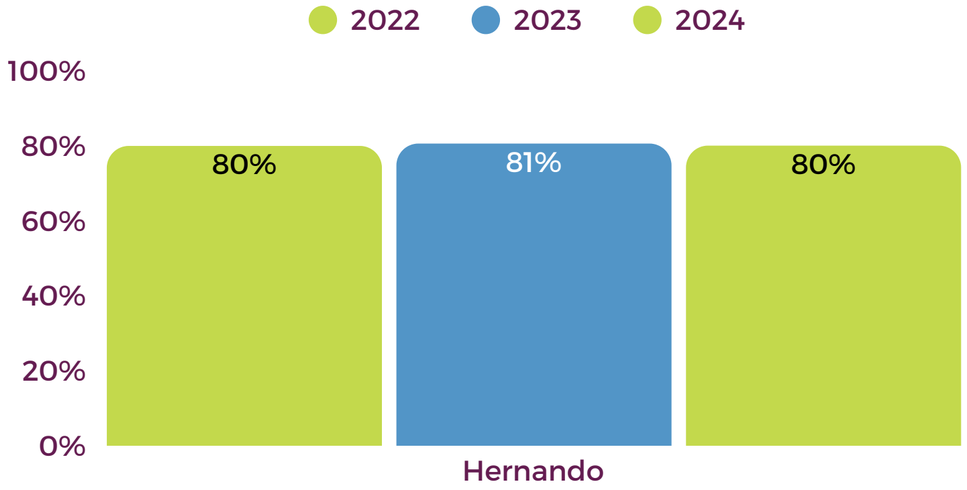
Percent Achieving
English Language Proficiency



PRIORITY 1: STRATEGY 2

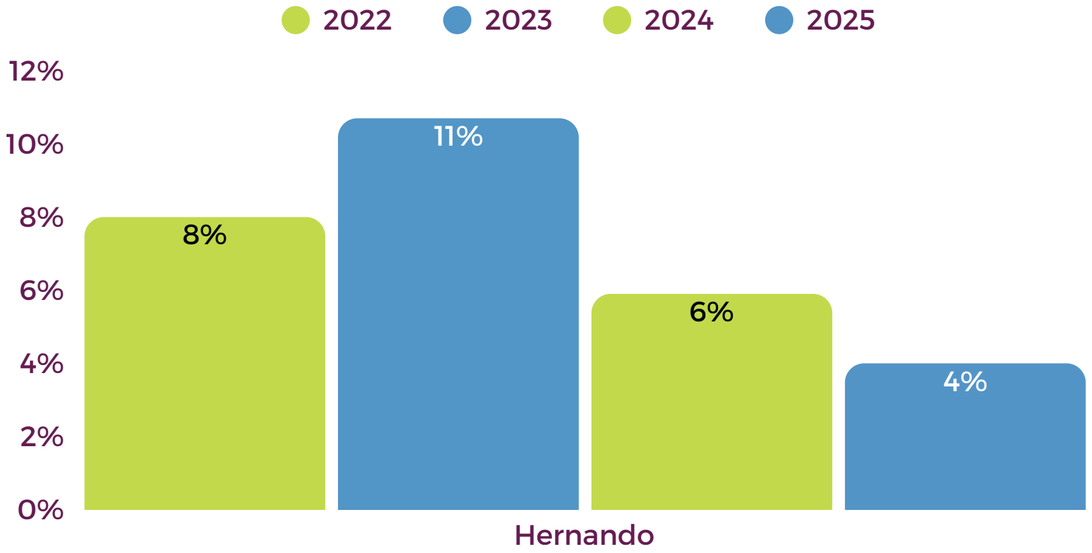
Ensure schools engage in evidence-based strategies and interventions to support subgroups and close achievement gap.

Measure: Increase percentage of students with Individual Education Plans being served in the general education setting 80% of the day.



General Education Setting
80% of the day

Measure: Decrease the dropout rate for students with disabilities.

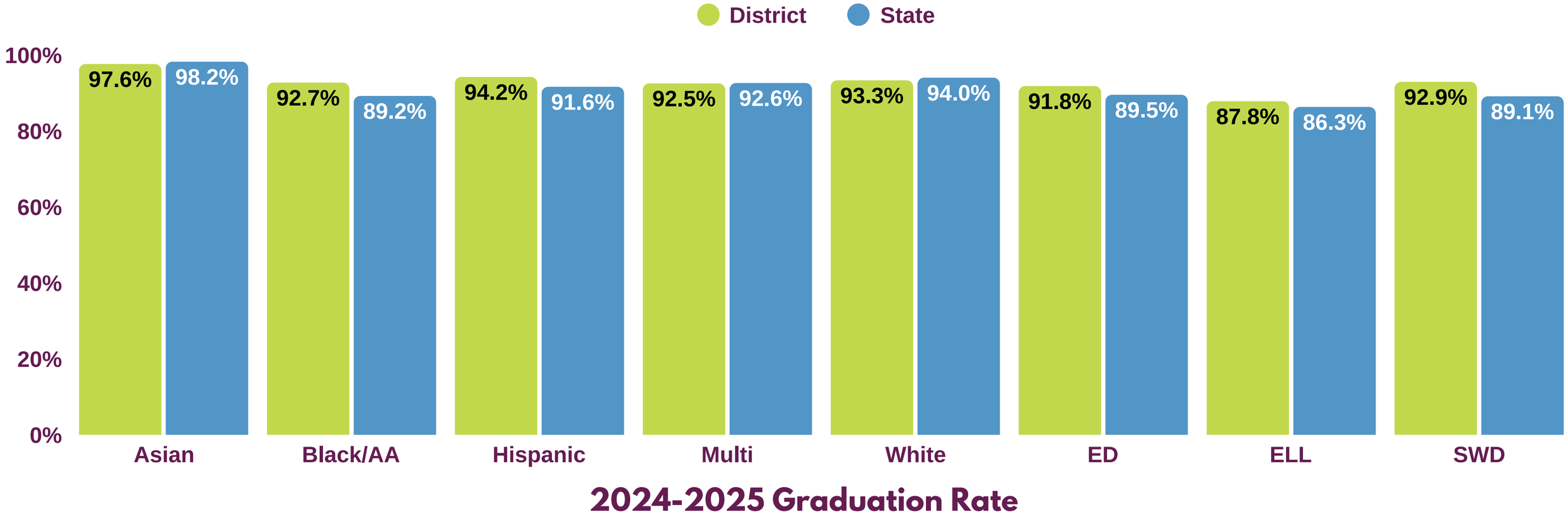


Dropout Rate

PRIORITY 1: STRATEGY 2

Ensure schools engage in evidence-based strategies and interventions to support subgroups and close achievement gap.

Measure: Meet or exceed the state graduation rate of all Every Student Succeeds Act subgroups



2024-2025 Graduation Rate

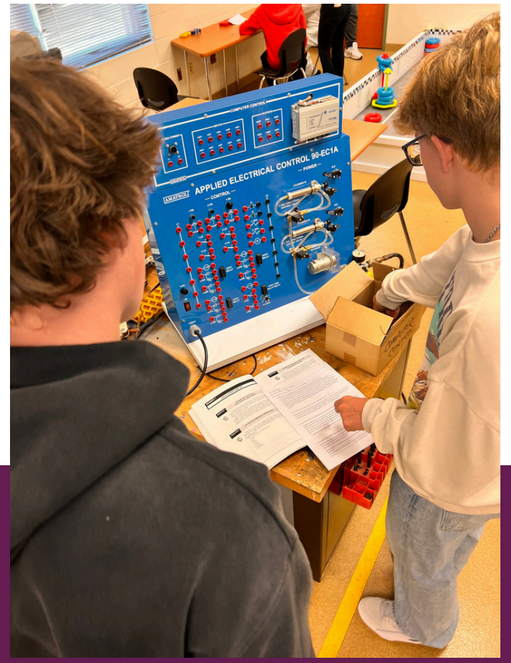
PRIORITY 1: STRATEGY 3

Prepare K-12 students for post-secondary education, employment or military service.

Action Steps:

- Sustain and align CTE programs with local labor market demand
- Maintain Dual Enrollment opportunities
- Increase PERT opportunities for more students
- Offer advanced coursework
- ACT boot camp, summer boot camps, ACT school day administration
- Partnership with Vocational Rehabilitation
- Expanding FAPE 22 offerings







PRIORITY 1: STRATEGY 3

Prepare K-12 students for post-secondary education, employment or military service.



Action Steps:

- College Nights & Visits
- Elementary/Middle School Partnerships
- Exposure through industry connection events such as Hernando Grown, Maufacturing Day, Industry Tours, and other career focused opportunities
- Career and Internship Fair
- Space Florida pathway for students
- Attendance initiatives
- Honest Game and Cookies & Recruiting
- Wilton Simpson Tech
- Family Communication & Engagement Task Force
- ESE Transition Fair
- ESE off-campus job experiences (job coaches)
- Classroom implementation of Real-world educational technology

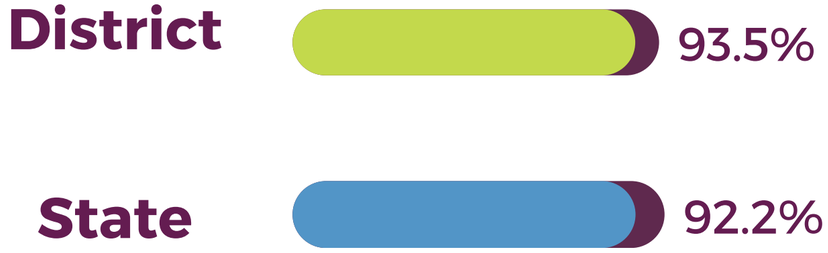


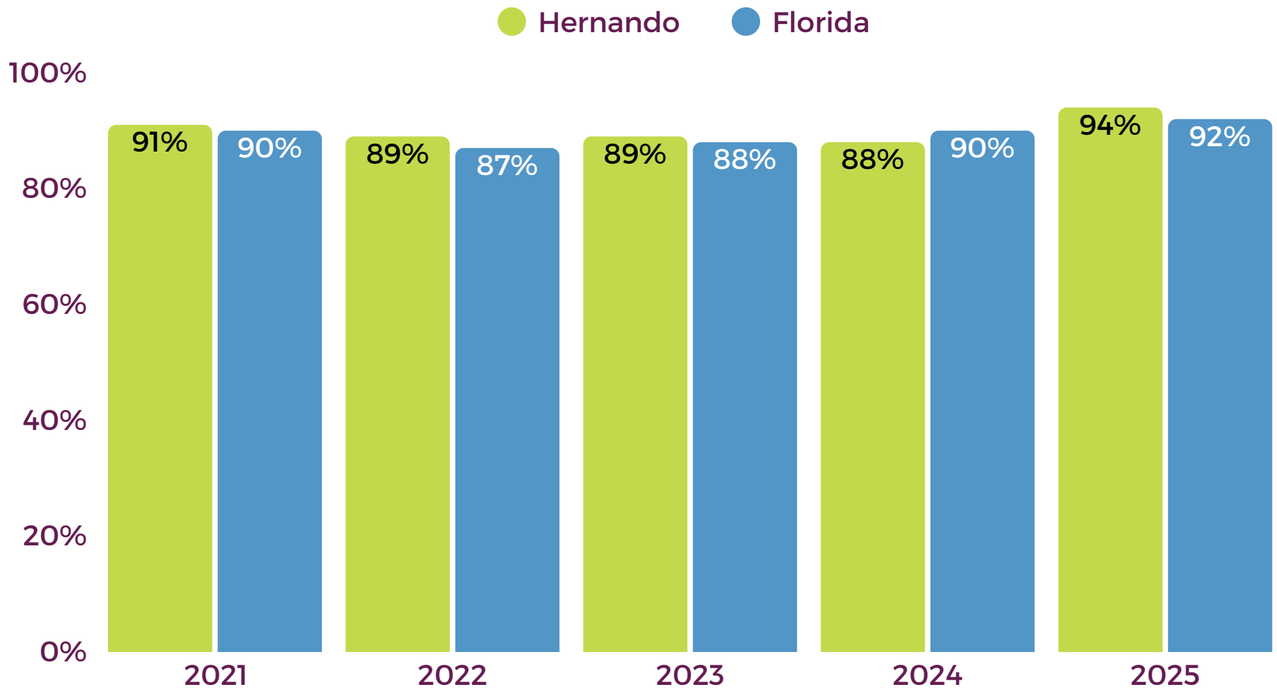


PRIORITY 1: STRATEGY 3

Prepare K-12 students for post-secondary education, employment or military service.

Measure: Continue to exceed the state's rate for graduation.

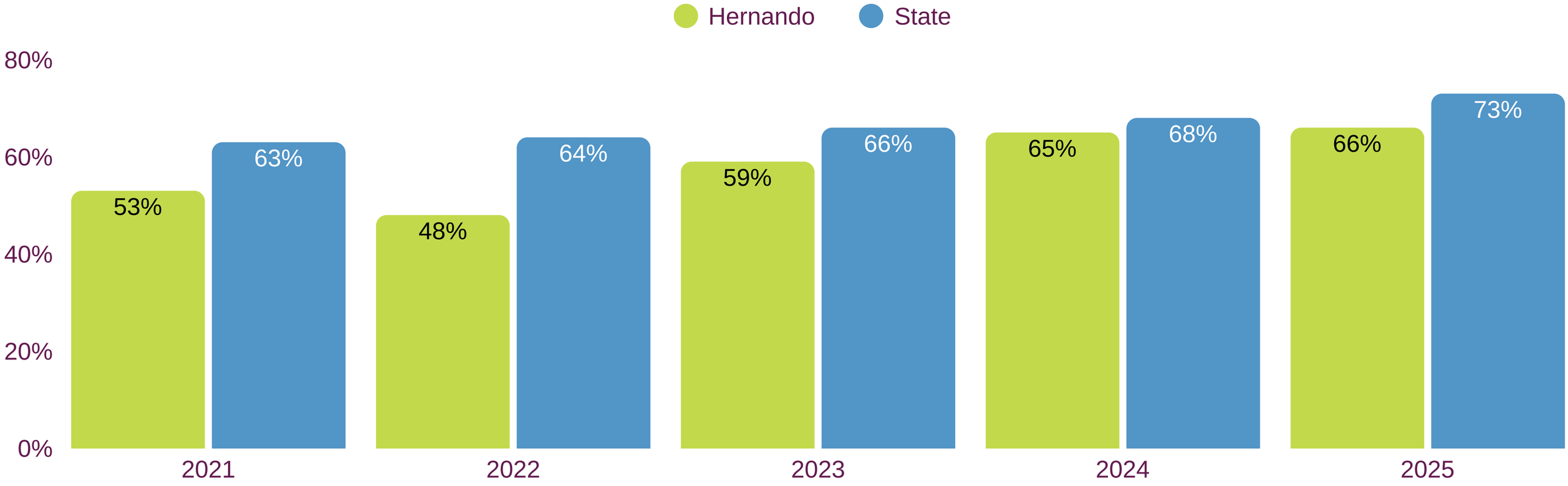




PRIORITY 1: STRATEGY 3

Prepare K-12 students for post-secondary education, employment or military service.

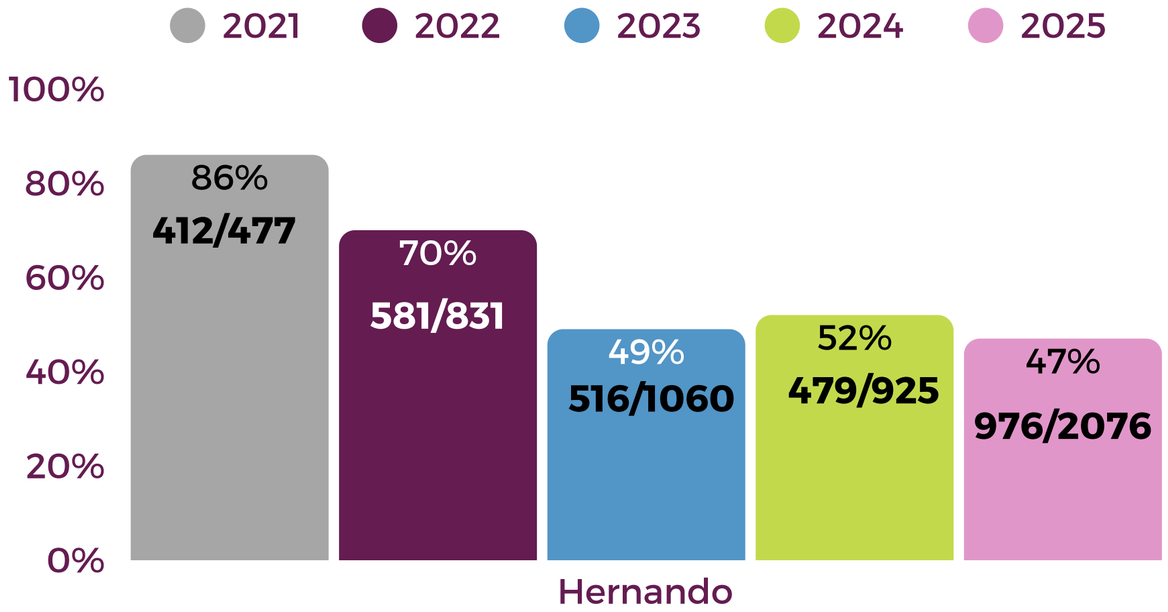
Measure: Meet or exceed the state average for high school college and career acceleration rate.



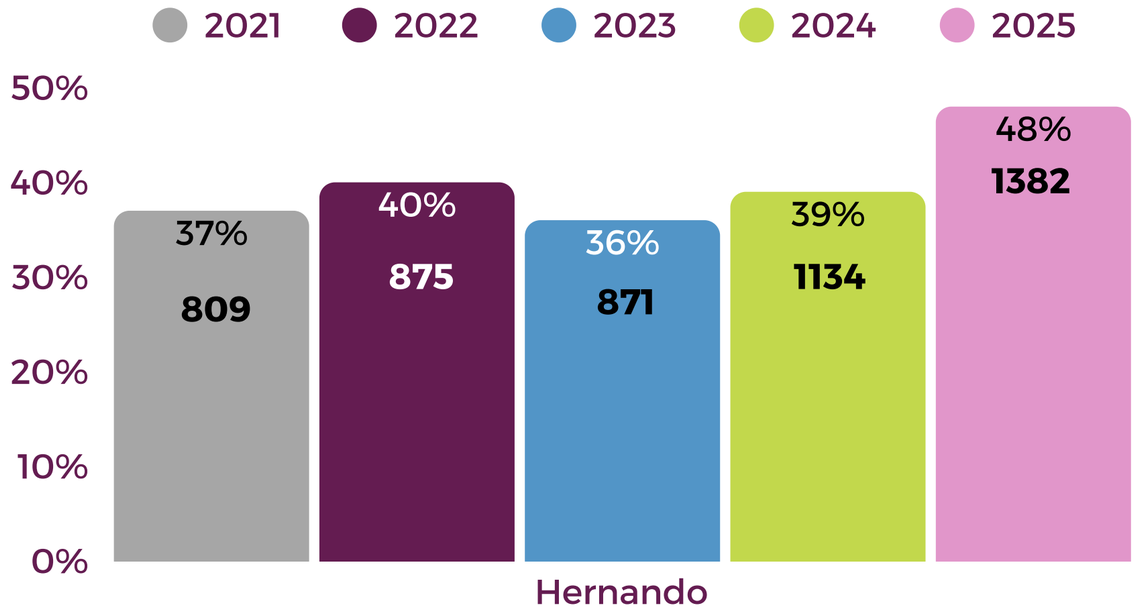
PRIORITY 1: STRATEGY 3

Prepare K-12 students for post-secondary education, employment or military service.

Measure: Increase district average of Advanced Placement and Advanced International Certificate of Excellence exam pass rates for all courses.



AICE

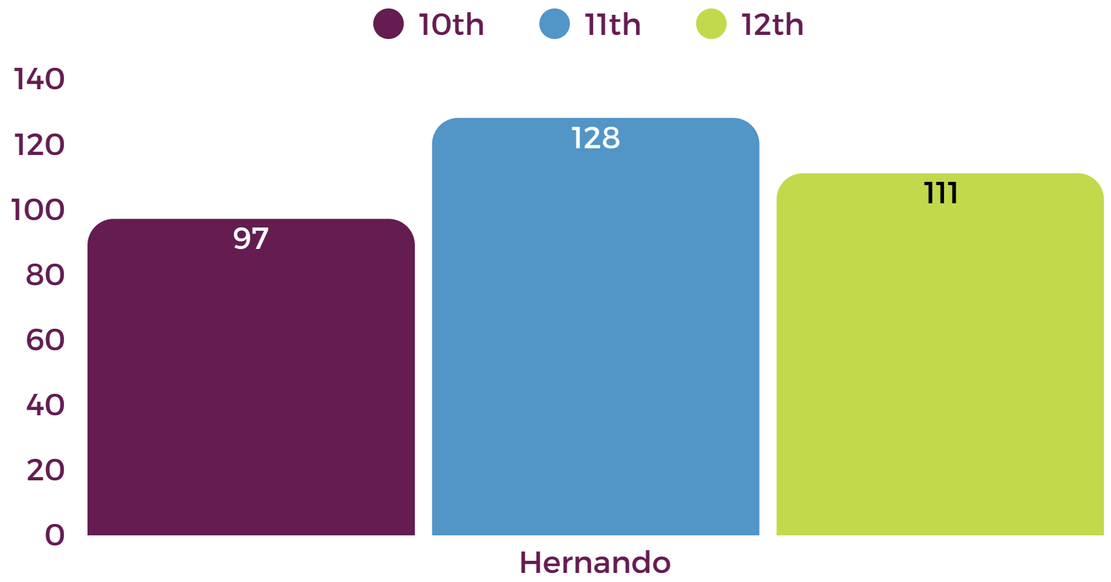


Advanced Placement

PRIORITY 1: STRATEGY 3

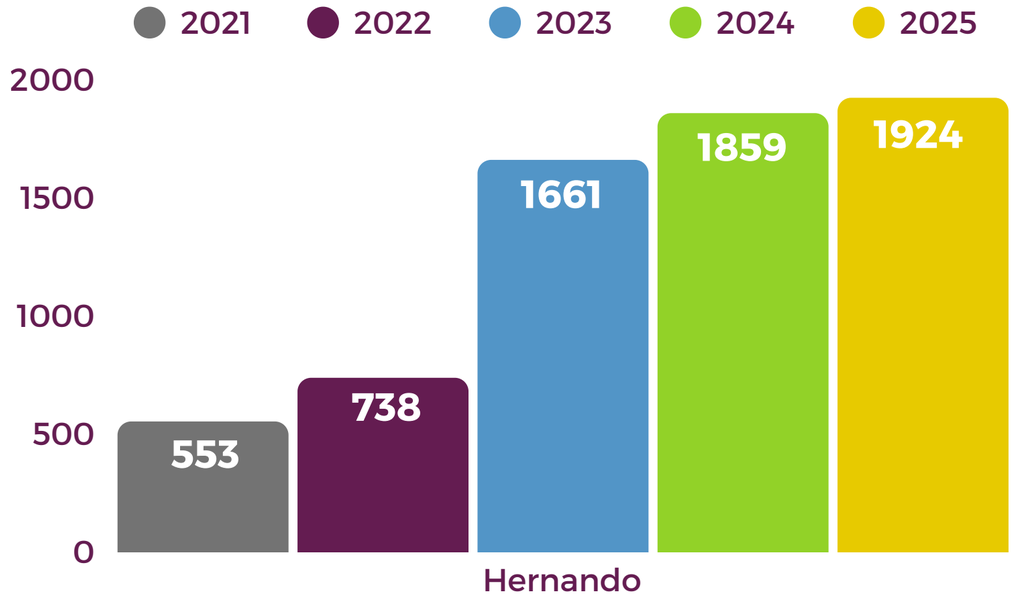
Prepare K-12 students for post-secondary education, employment or military service.

Measure: Increase the number of students who take the Armed Services Vocational Aptitude Battery.



2024-2025 ASVAB Participation

Measure: Increase the number of industry certifications earned by students.

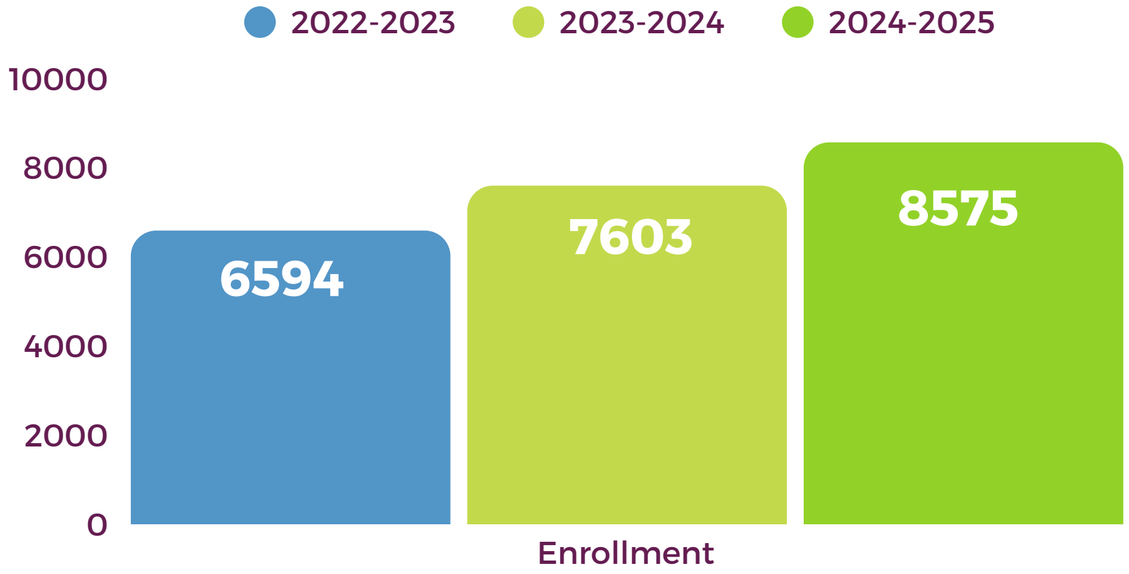


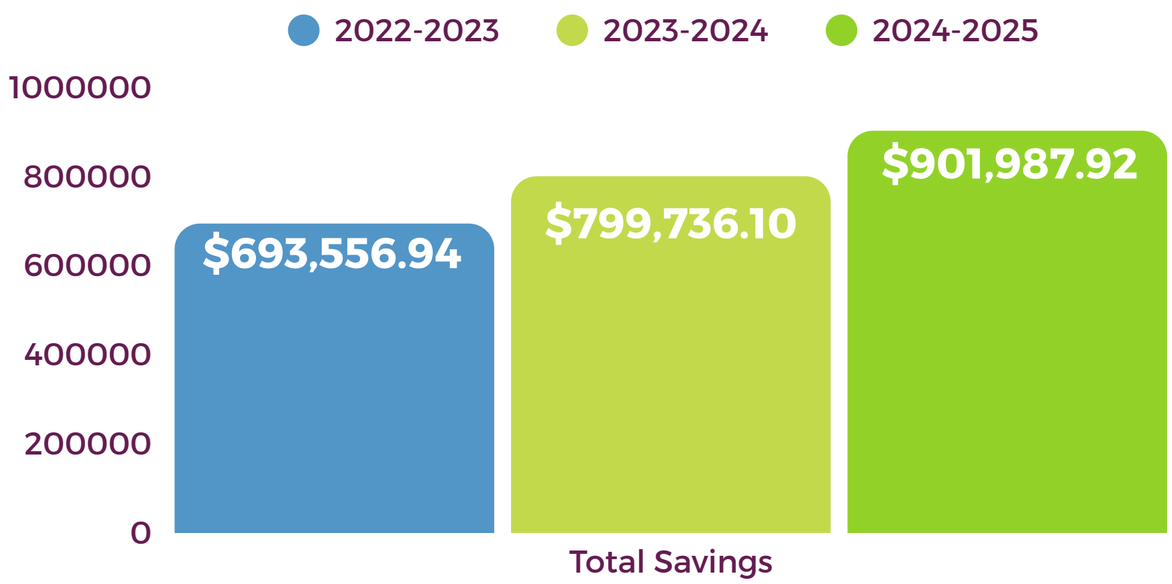
Industry Certifications Earned

PRIORITY 1: STRATEGY 3

Prepare K-12 students for post-secondary education, employment or military service.

Measure: Increase student participation in dual enrollment courses.

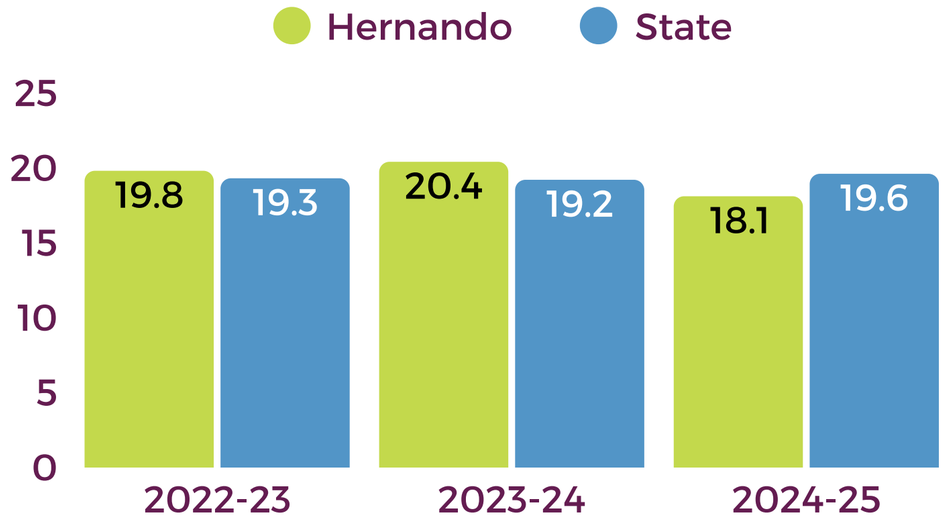




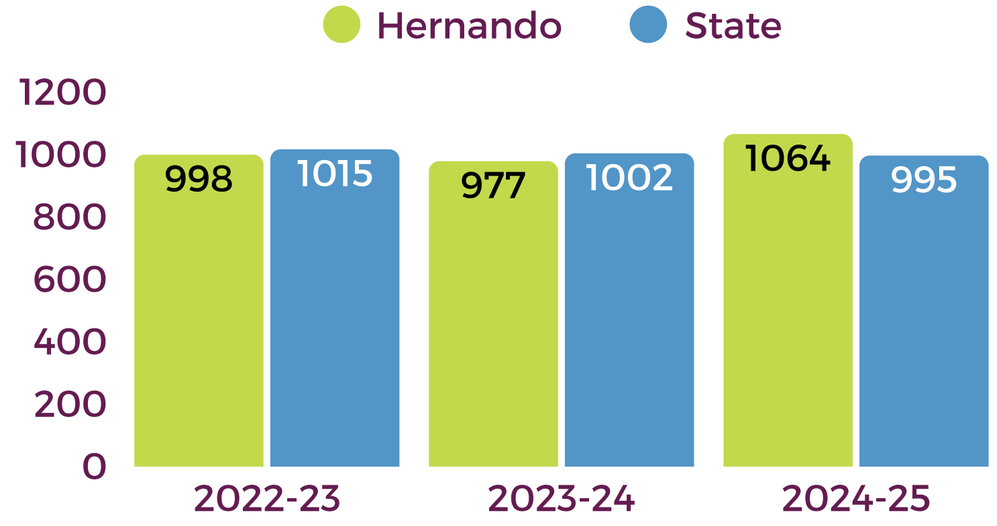
PRIORITY 1: STRATEGY 3

Prepare K-12 students for post-secondary education, employment or military service.

Measure: Meet or exceed the state average for Scholastic Aptitude Test total and American College Test composite score.



Average ACT Composite Score (Graduation Year)

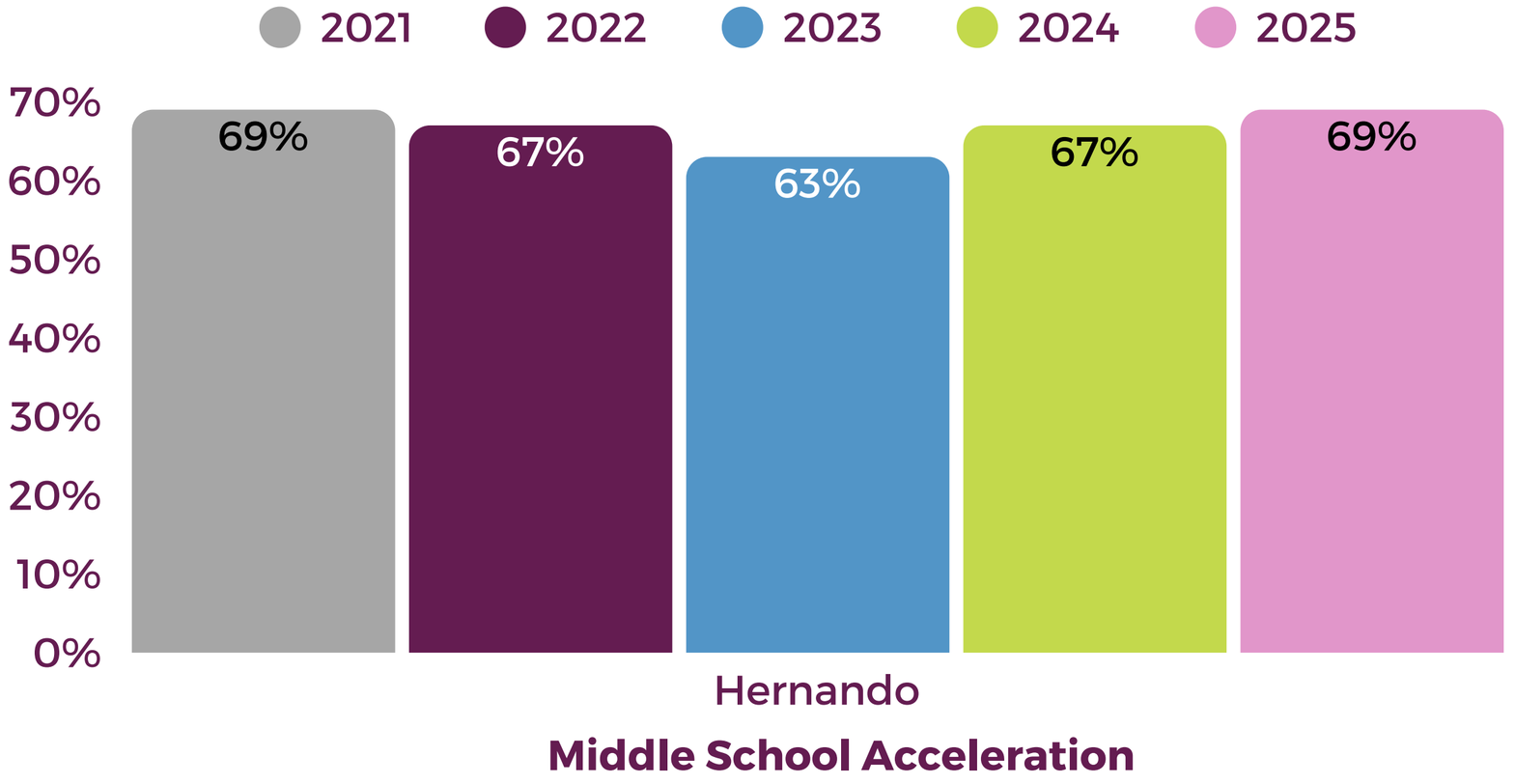


Average SAT Total Score (Graduation Year)

PRIORITY 1: STRATEGY 3

Prepare K-12 students for post-secondary education, employment or military service.

Measure: Increase middle school acceleration through advanced courses and career & technical opportunities.

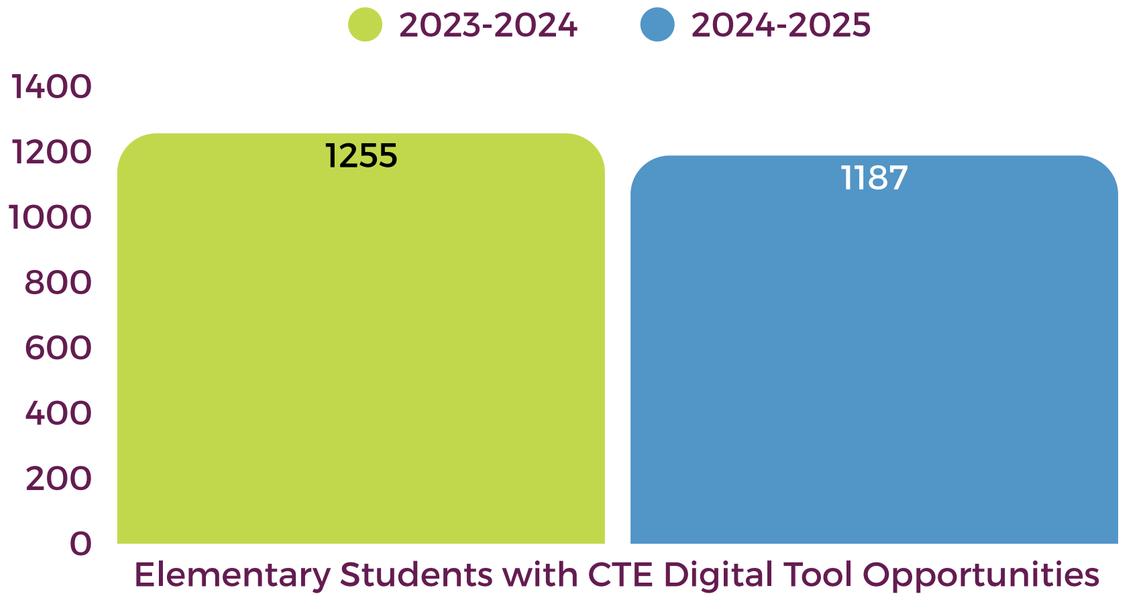


Middle School Acceleration

PRIORITY 1: STRATEGY 3

Prepare K-12 students for post-secondary education, employment or military service.

Measure: Increase the number of K-5 students participating in Career & Professional Education.



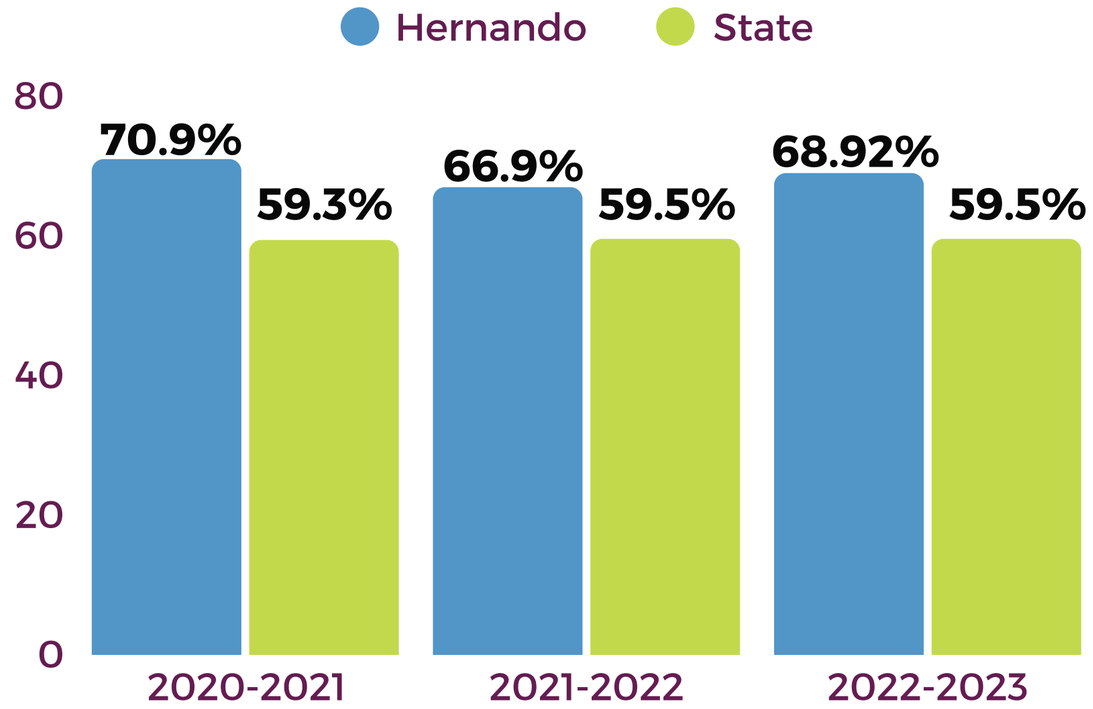
	2023-2024	2024-2025
Brooksville Elementary School *5th grade students	99	0
Challenger K-8 *4th & 5th grade students	825	877
Pine Grove Elementary School *4th & 5th grade students	306	310
Westside Elementary School *5th grade students	50	0
Total	1255	1187

PRIORITY 1: STRATEGY 3

Prepare K-12 students for post-secondary education, employment or military service.

Measure: Increase Students With Disabilities access to post-secondary education.

% of SWD enrolled in higher education, training program, or competitively employed



PRIORITY 1: STRATEGY 3

Prepare K-12 students for post-secondary education, employment or military service.

Measure: Decrease truancy for students in grades 6-12

- Annual review of CST/truancy procedures
- Monthly reports sent to administrators
- District attendance task force
- Monthly truancy case staffing meetings
- Moved forward with 5 parental prosecutions for truancy

# of Students with 15+ Absencesby Cohort						
Grade	2022-2023	Grade	2023-2024	Grade	2024-2025	Increase/Decrease 2023-2025
6	309	7	422	8	378	+69
7	450	8	368	9	436	-14
8	455	9	407	10	415	-40
9	427	10	526	11	482	+55
10	519	11	562	12	597	+78
11	555	12	520			-35

PRIORITY 1: QUESTIONS?

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

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

A. Item Currently Budgeted -

Account Name: No Financial Impact

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

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

Account Name

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

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

B. Item Currently Not Budgeted -**

Funding Source

Account Name

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

Amount $

Funding Source

Account Name

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

Amount $

C. History

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

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

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