



Florida Charter Institute

Charter Application Review Commission Application Review Summary

| Proposed Charter School Name | | |
|------------------------------|-------------------------|-----------------------|
| Bradenton Classical Academy | | |
| Date Received | Commission Meeting Date | Proposed Opening Date |
| 11/18/2024 | 2/26/2025 | 8/1/2026 |
| Proposed School District | | |
| Manatee County | | |

The Florida Charter Institute has completed a review of the charter application for the proposed charter school. Attached to this report, please find:

- ☒ FCI evaluation summary form
- ☒ Standard Model Charter School Application Evaluation Instrument (IEPC-M2)
- ☒ Transcript of the applicant's capacity interview
- ☒ Complete charter application
- ☒ School District Input Form IEPC-INP

The Florida Charter Institute recommends that this charter application be **denied**.

| FCI Executive Director Signature | Date |
|--|-----------|
|  | 1/24/2025 |

Charter Application Summary

| | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Proposed Charter School Name | | | | |
| Bradenton Classical Academy | | | | |
| Year 1 Enrollment | Year 2 Enrollment | Year 3 Enrollment | Year 4 Enrollment | Year 5 Enrollment |
| 282 | 348 | 414 | 480 | 546 |
| Schools Mission Statement | | | | |
| At Bradenton Classical Academy, it is our mission to develop lifelong learners through a content-rich classical education in liberal arts, sciences, personal character and civic virtue. | | | | |
| Brief summary of the instructional approach of the proposed charter school | | | | |
| Bradenton Classical Academy's educational program will emphasize literacy, numeracy, and knowledge. It will use research proven curricular resources including but not limited to the Core Knowledge Sequence, Literacy Essentials, The Well-Ordered Language, Riggs Institute's The Writing and Spelling Road to Reading and Thinking, supplemented by Access Literacy content and Singapore Math. The BCA faculty will place a heavy emphasis on primary sources(especially in civics, history, and science education) ; plentiful exposure to age and level-appropriate literature; teacher directed instruction, differentiated instruction through ability level groupings; implementation of the Socratic method to develop higher levels of thinking; and scholar fluency in Latin. | | | | |

Summary Of Application Review

| Section | Meet | Partial | Not Met |
|-------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 1–Mission / Vision | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2–Population/Students | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3–Education Program | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4–Curriculum Plan | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5–Assessments & Evals | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6–Exceptional Students | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7–English Lang Learners | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 8–Culture & Discipline | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9–Suppl. Programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10–Governance | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11–Mgmnt and Staffing | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 12–HR and Employment | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 13–Prof Development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Section | Meet | Partial | Not Met |
|-----------------------------|-------------------------------------|-------------------------------------|--------------------------|
| 14–Recruitment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15–Parent Involvement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16–Facilities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17–Transportation Plan | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 18–Food Service Plan | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 19–School Safety & Security | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20–Budget | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 21–Financial Management | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 22–Start-Up Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A–Replications | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A1–High-Performing Repl. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B–Education Svcs Providers | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Primary Application Strengths

The application demonstrates several notable strengths. The school benefits from a strong partnership with Hillsdale College and the Barney Charter Schools Initiative (BCSI), which reinforces its mission and vision of classical education. Its governance structure is clear and realistic, reflecting the commitment and experience of board members. The applicant also displays an understanding of academic accountability and high expectations for student performance, supported by compliant promotion standards. Additionally, the recruitment plan outlines an open and fair process, and the applicant presents a reasonable timeline for securing facilities. The inclusion of supplemental programs and a food-service vendor further ensures the school addresses critical needs without financial barriers for students.

The professional development plan is robust in areas related to classical curriculum and incorporates district-provided training, which could enhance instructional quality. The school's culture and discipline plans align with its mission, reflecting recognition of students' rights and legal obligations. Finally, the fundamental structure of the budget is appropriately tailored to the school's startup needs.

Primary Application Deficiencies

Despite its strengths, the application has significant deficiencies that raise concerns about its readiness and alignment with Florida educational standards. The educational program design, including curriculum plans, is poorly aligned with state standards, particularly in math and history. The applicant fails to provide evidence that the proposed curriculum will meet state requirements or lead to improved student performance, especially for low-performing and economically disadvantaged students. The daily schedule does not comply with statutory requirements, lacking sufficient instructional time and intervention opportunities.

The staffing and budgeting plans are inconsistent and incomplete, with key positions like ELL specialists and special education staff either omitted or underfunded. Recruitment and retention strategies for instructional staff are inadequately addressed, with no clear plan to motivate staff in the absence of salary increases. Additionally, the applicant does not sufficiently demonstrate how it will close achievement gaps or serve the diverse needs of its target population, including ELL and special education students.

Other deficiencies include omissions in the budget for critical areas like transportation, food services, and facilities planning. The market analysis is incomplete, and enrollment projections are inadequately supported, raising questions about the school's ability to meet its enrollment goals. Finally, the safety plan and compliance with statutory requirements are lacking in detail, which could jeopardize student welfare. Collectively, these gaps highlight the need for significant improvements before the school can be deemed operationally and academically viable.

Evaluation Criteria

The following definitions 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.

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 |
|-------------------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Name of Person Completing Assessment: _____ Date: _____

Title: _____

Signature: _____

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 |
|-------------------------------------|------------------------------|----------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Strengths | Reference |
|--|---------------------------|
| The school has a strong ally in its partnership with Hillsdale and the Barney Charter Schools Initiative, one that provides a strong sense of the mission and vision of classical education. | Section 1, p. 3 |
| Concerns and Additional Questions | Reference |
| The prompt for this section of the application specifies that the applicant should address the trivium in describing how it will fulfill the objectives of a classical charter school. It does not mention the trivium in this section at all. | Prompt on p. 2, section 1 |
| Minimal to no reference to evidence that the application fulfills statutory principles and purposes. The applicant does not point to pages in the application or is not thorough. <ul style="list-style-type: none">• One page pointed to demonstrate how the school will meet high standards of student achievement while providing parents flexibility to choose among diverse opportunities.• No page numbers associated with: What is most innovative about the proposed model? | P. 3, 4. |

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| <p>The application points to pages 26-32 but does not include evidence that the school's model will improve student learning and academic achievement, with an emphasis on low-performing students. For example, the application states Barney Charter School Institute (BCSI) has 23 member schools with 5 in FL; however, the application does not include data to show the schools' effectiveness with subgroups. Further, the charter schools connected to BCSI show lower grades than those that are not.</p> | |
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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 |
|--------------------------|-------------------------------------|----------------------------|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths | Reference |
|---|-----------|
| The applicant provides a research basis for its assumptions about the likely incoming population of the school. | |

| Concerns and Additional Questions | Reference |
|--|------------------|
| The applicant does not provide a clear description of the students the proposed school intends to serve. Please clarify meaning: BCA strives to “match the demographic diversity of the community” that will be served? | P. 5-8 |
| The application references and includes (Addendum FF) a Market Feasibility Study they conducted in June 2024 with school enrollment within a radius of 2-4 miles of a “sample proposed location; however, the proposed enrollment area expands multiple zip codes and miles (from Ellenton to Bradenton to Parrish); therefore, the schools list is incomplete (and does not include charter schools in MCS). | P. 6 Addendum FF |
| While the applicant states Manatee County is booming with an anticipated enrollment increase of 21,000 homes going in, the list of schools shows just one of the six schools is overenrolled, one is at capacity and four are not at capacity. The applicant does not discuss Manatee plans to open new schools or discuss evidence that indicates seats will be filled on opening day. | |

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 |
|--------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| Strengths | Reference |
|---|---|
| Partnering with Hillsdale College is likely to ensure that the curriculum is rigorous, robust, and strong in its classical content and methodology. Resources such as the K-12 Program Guide, Literacy Essentials, and Singapore Math can yield strong results when used effectively in a school that is operationally strong and hires well. | A link to the BCSI materials is provided in attachment C. |

| Concerns and Additional Questions | Reference |
|--|---|
| The BCSI materials are not sufficient to ensure compliance with state standards or even to ensure strong instruction without additional supports. | A link to the BCSI materials is provided in attachment C. |
| Asked for an example of a way in which the school might exceed state standards, the BCA team cited its instructional minutes as a particular strength. This generates significant concern: the sample schedule is a notable weakness in the application and was at odds with state standards in not providing instructional time to the extent and in the manner that statutes require (insufficient minutes, not in a block, without opportunities for interventions/additional | Sample schedule is in attachment B |

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| support in K-1, and with interruptions in math). | |
| The cited math curriculum (Singapore Dimensions Math) is not aligned with Florida state standards. The history curriculum is significantly misaligned with state standards. The applicant states that it will use a resource such as Cambium Reading A-Z for students reading below grade level. This is a resource that employs three-cueing, which the prompt stated was not a permissible practice. | Math curriculum and 3 rd and 4 th grade history curriculum is described via attachment C in the K-12 Program Guide. Section 4, p. 30. Reading Instruction for scholars below grade level. |
| The applicant states the proposed school will use Singapore Math and the K-12 Program Guide, which is “a specific grade by grade curriculum of common learning in language arts, history, geography, math, science, and fine arts”—there is no evidence proposed curriculum aligns with Florida state standards. | Pages 11, 12 |
| During the interview, the applicant explained teachers will be responsible for teaching the classical curriculum (using selected materials) AND addressing state standards; however, other than using software, such as Planbook that imports state standards, and having lesson plans reviewed to ensure standards are being addressed, this plan is not articulated in the application. | Page 14 |
| The applicant replaced Core Knowledge (ELA) with the K-12 Program Guide. | |
| The application has been amended to state the Head of School (HOS) will develop the culture and assess how best to develop programs that will assist parents in the cultivation of the best home learning environment. The application no longer states it is the parents’ responsibility to wholeheartedly engage in the educational process. | |
| The applicant does not provide evidence that the proposed model will likely lead to improved student performance for the school’s target population. | Section 3, page 16 |
| The applicant provides school grades of FL classical schools (BCSI related and other). Of the 17 listed in the table, the applicant states six are currently members of the BCSI; however, nine have asterisks so it is unclear what multiple asterisks denotes). | |
| 12 of the 17 classical schools in the chart scored an “A” or a “B” in 2024. The table shows two schools earned a D in 2024 and three received a C; however, the narrative in the application states, 3 of 5 that received grade “C” opened during covid. The | |

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| applicant does not discuss the D ratings, the drop in ratings, or discuss grades with more detail. | |
| Further, the applicant buckets all classical as one type of model and provides no further explanation of the differences among the school model to demonstrate BCSI model is outperforming others (to support selection of BCSI as a partner). | |
| <p>The school grades are the only data provided. No achievement, growth, or subgroup data was provided to present a comprehensive analysis and demonstrate BCSI schools are high performing. Further, other than opening during COVID. The applicant group provided no rationale for the persistent C grade at Tallahassee Classical (and identification as an ATSI due to low subgroup(s) performance)—this is important because a proposed board member(s) are affiliated with the school (per resume review).</p> <ul style="list-style-type: none"> • What data shows the BCSI model will improve student achievement and close achievement gaps? • What does data look like for student sub-groups? • What is HC BSCI track record of working with schools (satisfaction surveys, etc.) • How was BCSI chosen? • What data prompted BCA's decision to partner with HC? | |
| The applicant states 61% of students in Manatee County Schools are economically disadvantaged and BCA will play a valuable role in closing the achievement gap; however, no data is provided to elaborate on the achievement gap. | |
| What data/evidence shows the school will close achievement gap? Demographics of schools in the chart (pages 13-14) are not provided. | |
| While the applicant provides assurance the schedule will comply with statute, The proposed daily school schedule does not comply with statutory requirements for annual number of instructional minutes/days or aligns with priorities and practices described in the educational program design. Math and intervention blocks in particular don't meet requirements. | P. 20 and Attachment B. |
| During the interview, the applicant group explained the application was developed by board members (w/ little operational expertise) and they expect FL BSCI schools will share their compliant schedules with BCA. | |

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 |
|--------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| Strengths | Reference |
|-----------|-----------|
| | |

| Concerns and Additional Questions | Reference |
|---|------------------|
| <p>The prompt asks the applicant to “describe the research base” that was used. However, the applicant does not cite any valid or specific research. Instead, it lists the deployment background of the approaches it would like to employ. That is, the source of the BCSI materials and the fact that Terrence Moore and Ridgeview Classical School have used the classical curriculum. While these are precedents for the curriculum, they are not, in and of themselves, research.</p> <p>It is worth noting that these precedents are also not fully applicable to BCA. There are numerous differences between the approach BCA outlines and the Ridgeview Classical model (e.g., private school, full reliance on Riggs, more years of using Riggs, spoken-Latin approach beginning in K, etc.). In addition, the BCSI curriculum could not be fully deployed at BCA without modifications. In other words, these precedents are not directly and entirely relevant to BCA.</p> | Section 4, p. 30 |
| The applicant minimally describes the mathematics curriculum and differentiated strategies that will be used for students performing | |

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| at grade level or higher and a separate mathematics curriculum and strategies for students who are performing below grade level. For example, the applicant states BCA will supplement Singapore with Math U See for struggling students. | |
| No evidence was provided to demonstrate the selected curriculum will enable students to attain FL standards; the proposed materials are not aligned with standards. | Page 20-24, page, Attachment C |
| According to the application, BCA will supplement K-12 Program Guide with Access Literacy resources, such as Riggs. BCA will implement a reading program (p27) based on resources such as the K-12 Program Guide, Literacy Essentials (grades K-2) and The Well-Ordered Language (grades 3-8) for above or Reading curriculum such as “Words Their Way” from Savvas Learning Company LLC, or “Reading A-Z” from LAZEL, Inc., a Cambium Learning Group Company would be used if additional resources are needed to assist the scholars below grade level, but this program has not been selected. While the applicant states, scientific research supports proposed curriculum (p23), no evidence was provided to show these programs would be appropriate and effective (i.e., lead to a year’s worth of learning for each year enrolled). | Page 23, 27 -30, Attachment D: Reading Curriculum |

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 |
|--------------------------|-------------------------------------|----------------------------|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths | Reference |
|--|--------------------------|
| The applicant displays an understanding of the academic accountability framework, provides a clear indication that it will hold high expectations for students' academic performance, and describes compliant promotion standards. | Section 5, pp. 32 and 33 |

| Concerns and Additional Questions | Reference |
|---|------------------|
| The rationale for the "half the gap" approach does not provide a convincing case for an approach that seems likely to underperform in the initial year with an ambitious goal (e.g., an 8-percentage-point increase in performance across all groups) and likely to overperform in its fifth year (where the growth in performance would only need to be 1 point over the prior year). In addition, using Zeno's paradox as a practice seems like an unfortunate choice for a classical school. | Section 5, p. 34 |

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|---|--------------------------|
| There is no real distinction between the applicant's description of its summative and formative testing strategy, prompting a question about whether the applicant has a clear understanding of the difference. | Section 5, pp. 36 and 39 |
| The applicant states baseline achievement data will mirror the Manatee County schools surrounding BCA location where they state schools in immediate area have higher scores and lower rate of economically disadvantaged students but does not provide a baseline for student achievement. | Page 32 |
| The applicant provides an estimate that 12.8% of students will require additional support and resources. 15 percent ESE and 12 percent ELL anticipated to enroll. | |
| The applicant states, BCA will not adopt district's progression plan; will use plan BCSI and Naples Classical Academy created. No social promotion, progress monitoring plans for students not meeting proficiency; grading system; progress reports (quarterly); no online credits; HOS decision making; alternative placement for a scholar who has been retained for 2 or more years, possible placements are not discussed. | Page 37. Attachment E |

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 |
|--------------------------|-------------------------------------|----------------------------|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths | Reference |
|-----------|-----------|
| | |

| Concerns and Additional Questions | Reference |
|---|--------------------------------|
| SWD projection (15%) to mirror MCS and staffing, Year 1 1.6FTE ESE and gifted teacher. Year 5 3 FTE ESE and gifted. BCA will contract with outside related service providers (speech/language, OT, PT). However, the 15% estimate is not carried through all parts of the application (e.g., financial worksheet). The budget accounts for a higher # of ESE students—please explain rationale/discrepancy. | Page 43-44, 71 and budget docs |
| Narrative, staffing plan and budget differ. Please clarify staffing plan. For example, the narrative states BCA will hire a special education specialist; however, there are no funds reserved for this position. | |

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 |
|--------------------------|-------------------------------------|----------------------------|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths | Reference |
|--|-----------|
| The applicant provides an ELL plan that reflects an understanding of all fundamental elements of the legal obligations regarding English Language Learners, and a comprehensive plan for attending to their instruction, monitoring, and evaluation needs. | |

| Concerns and Additional Questions | Reference |
|--|-------------------------------|
| It is not clear who will administer initial assessments to students whose families responded with a “yes” to one of the three questions on the registration form regarding home language. | Section 7, p. 51 |
| Multiple elements of the ELL plan were not enumerated in the budget or the staffing plan. The applicant’s commitment to the provision of a robust and compliant plan is not clear as a result. | Section 7, p. 57 (and budget) |
| Legal obligations: assurance to comply with META consent decree provided. The applicant does not explain how communication with parents will be provided in a language they understand, as mandated by state and federal law (Title VI of the Civil Rights Act of 1964). | Page 51 |
| The applicant cites goal that all teachers will be ELL certified; and any teacher working with ELL will be appropriately certified. The app does not include a staffing plan, including the number of ELL specialists, their qualifications, and how they will support both students and general education teachers. | Page 55 and staffing plan |
| The applicant doesn’t explain how teachers working with ELLs will be properly trained and certified. ELL teachers are not listed in staffing plan. Please clarify staffing plan. | |
| During the interview, the applicant stated low rate of ELL students does not justify ft ELL teacher—dual certified teachers will teach; however, unclear ELL will be fully served in this proposed model. | |
| ”. | |

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 |
|-------------------------------------|------------------------------|----------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Strengths | Reference |
|---|-----------|
| The school's culture is consistent with mission and philosophy, and the discipline plans reflects recognition of legal obligations and children's rights. It includes provisions for students with special needs. | |

| Concerns and Additional Questions | Reference |
|--|------------|
| The applicant states, BCA does not intend to use the sponsor's code of conduct policy; however, they also state BCA's base line proposed Code of Conduct, based on Manatee County School Districts' policy from 2023 was used as a foundation, and is included as Attachment G. This document will be finalized and approved by the governing board prior to the 2026 academy opening. | Attachment |
| | |

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 |
|--|------------------|
| The applicant makes it clear that supplemental programs will be provided, that they will be contingent on reasonable and realistic factors, and that no child will be turned away for financial reasons. | |

| Concerns and Additional Questions | Reference |
|---|-------------------------|
| While fundraising is mentioned to support programming, additional details on how funds will be consistently raised and managed could strengthen the plan. This includes specifying any partnerships, grants, or other funding sources that will be pursued. | Page 60-61, budget docs |
| Further, the applicant states staff will receive stipends to lead sports, extra-curricular activities; however, the \$5,000 mentioned in app is not found w/in the budget. | |

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 |
|-------------------------------------|------------------------------|----------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Strengths | Reference |
|--|-----------|
| The governance structure is clear, legally-structured, and realistic for a school at this point in its development. On the basis of the interview, the commitment of the board members is clear, and it is clear that the board has benefited from already having been in operation for some time. | |

| 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 |
|--------------------------|-------------------------------------|----------------------------|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths | Reference |
|--|-----------|
| Lines of reporting, delineation of roles and responsibilities for day-to-day activities, and the plan for selection of a leader are clear. | |

| Concerns and Additional Questions | Reference |
|--|------------------------------|
| The applicant does not provide a plan for retaining instructional staff, which is a requirement of this section. | Attachments N, O, P, Page 69 |
| Applicant states recruitment for HOS has been initiated with the BCSI; leader to be identified by July 2025 with support from BCSI and Building Hope. Committee on behalf of board, phone interview, in person interview with full board who votes attachment O for school leader requirements/competencies. However, during the interview, the applicant group stated HOS recruitment will begin once the school has been approved. | |
| The application names colleges/universities that will be tapped during recruitment. However, no funds have been set aside for teacher/staff recruitment. | |

| | |
|--|--|
| HOS job description and interview questions with list of hiring traits (no qualifications/degree). Business ops, dean, teachers, ESE teachers, and assistant HOS job descriptions. | |
| What services will Building Hope provide over charter term? What are the desired qualifications for the HOS? | |

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 |
|--------------------------|-------------------------------------|----------------------------|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths | Reference |
|-----------|-----------|
| | |

| Concerns and Additional Questions | Reference |
|---|-----------|
| Compensation plan: will vary with the individual performance. During planning year—HOS and board will develop step-based teacher salary schedule and teachers will be paid no less than 52,500\$ with no increase over time. Explain how teachers will be motivated to stay year after year with no increase in salary. How will compensation help BCA attract and retain quality staff? What are the "inducements" that will be offered to attract highly qualified staff? | Page 72 |
| While the applicant states comprehensive evaluation system, the policies and procedures to hold staff to "high professional standards" aren't discussed as the applicant states these policies will be finalized upon approval. | Page 73 |
| What policies and procedures will be implemented to hold staff to high professional standards? | Page 76 |

| | |
|--|----------------|
| <p>The applicant states high performing workforce and employee satisfaction is key to minimize turnover. Surveys will be administered multiple times year to identify and address problems to maintain healthy work environment. The applicant states exit interviews will be held to doc reason for departure; however, the applicant doesn't state how BCA will handle turnover when deficiencies, an employee will be placed on a Performance Improvement Plan.</p> | |
| <p>What info would be in a PIP and describe steps taken should goals not be met, timing?</p> | |
| <p>Applicant states "the governing board will contract with an outside service provider to serve as the human resource department for BCA", however Addendum B outlines these services will be provided by the ESP. Applicant narrative does not align with the attached Addendum.</p> | <p>Page 75</p> |

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 |
|--|-------------------|
| The plan for professional development in areas of classical curriculum (K-12 Program Guide, Literacy Essentials, Socratic instruction, etc.) is strong. In addition, the applicant states an intention to make use of district-provided trainings. | Section 13, p. 77 |

| Concerns and Additional Questions | Reference |
|--|--|
| There is no explicit mention of professional development that would help the administrators and teachers to navigate the gaps between the BCSI-related materials and the Florida subject-area standards, despite the fact that the BCSI materials are not designed to align with the standards. | Attachment C provides a link to the BCSI K-12 Program Guide. |
| The applicant states the HOS and related head of office will oversee PD. The applicant mentions the PD coordinator role may be assigned to a staff or may be a position in itself. According to the application, the HOS will delegate the responsibility for a PD Coordinator to an appropriate school leader. When may the PD coordinator become a full-time position ("depending on the number of faculty members and the organization's needs")? | Page 76, 79 |
| According to the application, the PD program is intended to increase student achievement, enhance instructional strategies that promote rigor/relevance, and points will be gained by participating in PD (with HC, regional centers, approved | |

| | |
|---|--|
| providers, etc.). Observation will help BCA identify PD topics. Each teacher will be assigned a level based on experience that inform frequency of walkthroughs. Level 1A first year teachers, 3 highly effective with requirements for each 25 1A, 3 25 pts, two walkthroughs, surveys will be administered to identify topics. Points are related to an hour. | |
| There is no PD related to addressing FL state standards. | |

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 |
|-------------------------------------|------------------------------|----------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Strengths | Reference |
|---|-----------|
| The recruitment plan outlines an open and fair process that appears likely to recruit sufficient students to meet its projections | |

| Concerns and Additional Questions | Reference |
|--|-------------------|
| Some recruitment costs were omitted from budget (digital and print advertising, search engine optimization (SEO), targeted mailers). | Section 14, p. 80 |
| Enrollment goals to be set in August 2024 (in comprehensive marking and enrollment plan). Will contract with proven vendors (NAME and COST?)—what are enrollment goals? Can't be determined if BCA will meet enrollment projections. What is the plan to meet enrollment projections? What current recruitment efforts are underway? Timeline is not updated. | Page 79 |

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 |
|---|------------------|
| The applicant provides a good, general conception of parental involvement with the school that aligns with mission. | |

| Concerns and Additional Questions | Reference |
|--|---------------------------|
| Attachment T, evidence of demand, includes list of people that have requested info on school, timestamped May /June 2022 or not dated. Open seats chart (January 2024) by grade level shows in Manatee County: 1-5 seats in K, 0 in 1, 6-10 in grade 2, 0 grades 3 and 4, 6-10 in grade 5. ~40 respondents stated interest in K-5 student enrollment for SY2024-25. ~13 emails showing interest dated 2021 and 2022. | Pages 82-83; Attachment T |
| | |

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 |
|-------------------------------------|------------------------------|----------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Strengths | Reference |
|--|-----------------|
| The school has a realistic sense of its facility needs and the timeline for securing a facility. | Pages 84 and 85 |

| Concerns and Additional Questions | Reference |
|--|-----------|
| Costs for facility planning and design (FP Dino contract) are omitted from budget. As a result, there is insufficient evidence that the school has the necessary resources to fund the facility. | Page 85 |

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 |
|--------------------------|-------------------------------------|----------------------------|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths | Reference |
|-----------|-----------|
| | |

| Concerns and Additional Questions | Reference |
|--|-----------|
| Families will be responsible for transportation. If scholar lives within a reasonable distance, BCA will help family obtain Step Up for Students Transportation scholarship or parent group to support carpool. It is unclear if the school will be liable for these alternative options. The school should consult legal team to review plan. | Page 86 |
| | |

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 |
|--------------------------|-------------------------------------|----------------------------|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths | Reference |
|--|-----------------|
| The use of a food-service vendor will help to ensure that the school addresses requirements. | Pages 86 and 87 |

| Concerns and Additional Questions | Reference |
|--|-------------|
| The applicant has not budgeted for food service. | See budget. |

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 coordinate resources, assess and intervene with students whose behavior may pose a threat to the safety of the school, school staff or students.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
|-------------------------------------|------------------------------|----------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Strengths | Reference |
|--|-----------|
| The revisions have improved the safety plan. | |

| Concerns and Additional Questions | Reference |
|--|-----------|
| The applicant still does not demonstrate a full understanding of statutory safety requirements. It cites an out-of-date statute (Rule 6A-1.0018), does not address timely notifications, and does not provide adequate information about Student Support Management Plans. | |

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 |
|--------------------------|-------------------------------------|----------------------------|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths | Reference |
|---|-----------|
| The fundamental structure of the budget is reasonable, but as stated elsewhere, areas of the budget are incomplete. | |

| Concerns and Additional Questions | Reference |
|---|-----------------------------------|
| The applicant's budget omitted several positions and expenses from the budget that it specified in the application's narrative (extracurricular stipend, BCA Director, ELL staff/stipend, tutoring stipends, and recruiting). It lists a Latin teacher salary, but the staffing plan does not list a Latin teacher. | Budget Attachment, Staffing Plan. |
| 2023-2024 Revenue Worksheets utilized not updated to 2024-2025 for resubmission. | Attachment W, P. 357 |

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 |
|--------------------------|-------------------------------------|----------------------------|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths | Reference |
|-----------|-----------|
| | |

| Concerns and Additional Questions | Reference |
|---|-----------------------------|
| Applicant states a third-party provider hasn't been selected, however Addendum B indicates services will be provided by the ESP Ancora. Applicant narrative does not align with the Addendum. | App Page 103, Addendum B |

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 |
|-------------------------------------|------------------------------|----------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Strengths | Reference |
|-----------|-----------|
| | |

| Concerns and Additional Questions | Reference |
|-----------------------------------|-----------|
| | |

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 |
|---------------------------|-------------------------------------|-----------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| 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 |
|--------------------------|------------------------------|----------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Strengths | Reference |
|-----------|-----------|
| | |

| Concerns and Additional Questions | Reference |
|-----------------------------------|-----------|
| | |

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 |
|---------------------------|-------------------------------------|-----------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Strengths | Reference |
|------------------|------------------|
| | |

| Concerns and Additional Questions | Reference |
|---|------------------|
| The ESP track record was not addressed related to evidence of organizational capacity to open and operate high-quality schools in Florida. The ESP track record does not include all of the data on the schools they currently serve. | |

| | |
|--|--|
| Note: BCA is only contracting with a back office service provider. Not a comprehensive management company. So it is unclear whether this was required. | |
|--|--|

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 |
|--|------------------|
| | |

**** NOTE ****

This is a machine transcription and has not been edited. The text below was converted by a computer and has not been reviewed for accuracy.

Bradenton Classical Academy

Tuesday, January 14, 2025 Capacity Interview

Recording Available At: <https://fci.fyi/2025-01-14-bca>

| | |
|---|--|
| Christy Noe | Good morning! |
| Georgiann Vail | Good morning! |
| Christy Noe | All right. It's good to see everyone. Good morning. I'm Christy Noe. I'm the executive deputy director for authorizing at the Florida Charter Institute, and it's good to see everyone this morning. I've got a team of reviewers, experts, and so I'm going to have them introduce themselves. And then I want to hear from you all introductions, and then we'll get into kind of the process and some questions, and that type of thing. So with that being said. I would like Susie, our fearless leader, to start of our team. |
| Susie Miller Carello | Thanks, Christy. I am darn lucky to work with such a smart and clever team. It's good to see you, Susie Corrello. I'm the Executive Director of the Florida Charter Schools Institute. Before I was in Florida, at Ndc. I was in New York and ran the Charter Schools Institute of New York for about 12 years. Gosh! And then, prior to that, was Assistant Commissioner of Education, Massachusetts, and a bunch of other stuff. But glad to have you here today and excited for the opportunity. |
| Christy Noe | Kim, you want to introduce yourself. |
| Kim Cavanah | I'm sorry. Kim Cavanaugh, a consultant with charter schools and school districts on ESE. Special education issues. |
| Michael Roland, FL Office of the Attorney General | But. |
| Kim Cavanah | Also work generally with startup and existing charter schools on curriculum and special populations. |
| Christy Noe | Helen. |
| helenhayes | Hi. My name is Helen Hayes, and I was a founding member of the Great Hearts Academies team having participated in writing the original curriculum for that classical network of Prep schools which initially ran 7th through 12th grade. Having been a founding principal at Chandler Preparatory Academy, I was a member of the team that visited Ridgeview Classical Academy to create an elementary curriculum that drew much of its inspiration from Ridgeview. After 9 months as a headmaster. I then founded the Headmaster College, which trained prospective school leaders. and after 11 years of working at the Great Hearts District Office, I left 6 months ago to go into consulting. Most recently I spoke at the Florida Charter Conference on the topic of 4 challenges distinct to leading classical schools. |

| | |
|--------------------|--|
| Christy Noe | Thank you, Helen. Maria! |
| Maria Sokol | Good morning. My name is Maria Sokol. I started my career as a teacher, and then opened a private school. I have a degree in special education and social policy, and I started my charter career with the New York State Board of Regents. and have over the past 20 years written and reviewed more than 100 applications to develop concise and compelling applications and to make robust recommendations to authorizers glad to be here today. |
| Christy Noe | Amanda and Desiree. |
| Amanda and Desirae | Good morning. I am Amanda Eldridge, Director of Operations for a back office service provider. For over 10 years I've been working closely with both open charter schools, charter applicants in financial oversight and fiscal management. Good morning. I'm Desiree Kinemer. I'm a budget analyst and accountant. I've had over 12 years of experience in charter, school finance. |
| Christy Noe | And Carlos. |
| Carlos Capellan | Good morning, everyone. I hope everyone's having a wonderful Tuesday. The name is Carlos Capa Young. I am the District Director of Leadership Operations at Florida Charter Institute and leaning mainly with educate and research. And I'm going to start leaning in more with authorized. And so for today I'm an observer and a non-moving member, so that I can make sure that I can be in these spaces and be a support to Florida Charter Institute. |
| Christy Noe | Thank you. So that's our team. And so if the Bradenton Classical, if you guys would like to kind of do a round robin introduction, so that we get to know who you are. |
| Sherri Davidson | Great. I'll start. My name is Sherry Davidson, and I am the chair of board for Bradenton Classical Academy. I have been a medical professional for over 20 years, running a clinic successfully taking it from almost closing in bankruptcy to the biggest clinic in a tri-county area. I left that and retired to do this and study full time classical schools and charter schools. And it's been my privilege to be working on this Karen. |
| Karen Roland | Good morning, and thank you for your time and consideration of making Bca. An opportunity for the scholars of Manatee County. I'm Karen Roland. I'm the Assistant Director of Finance for the office business services at the University, Florida State University, managing 13 lines of businesses with 51 million dollars in budgets. Prior to this role I was the operating business manager for Tallahassee Classical School, where I was introduced to the Hillsdale Classical School Initiative and witnessed the profound impact that it has on scholars, on parents and on the broader community. I'd like to bring out that, although we are a small board at present, we are confident in the the Charter school resources that are available to approved schools, and once approved, we would be leveraging that support from those organizations, such as more from the Charter Support Unit, the Florida Charter School Alliance, the Florida Consortium and Core management, Hillsdale College, and many other organizations in addition. Once we are approved, we'll be in a stronger position to secure the more right team members, hire the right leader and contractors and engage in support from volunteers with financial contributions. We understand there are unknown and unexpected challenges, but I believe that once we're approved and we are a success. Success will come from building the capable team and surrounding ourselves with the right partners and the experience support. I do have a Master's degree in organizational management. specializing in strategy planning. So I'm passionate about ensuring our school success through measurable outcomes. All management outcomes would be carefully aligned to comply with the Fldoe regulations. The Manatee County School district requirements while prioritizing financial stability, academic excellence, and satisfaction from all of our stakeholders. Whether it be a parent, a scholar, a partner, Fldoe and Manatee county district. I understand |

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| | the magnitude of our responsibility as board members, and I really believe that with our right leadership and the support team we can be successful. We are deeply passionate about our mission, and fully support Hillsdale's initiative. Her repeated submissions of our application and efforts to address some valid and minor concerns reflects our unwavering commitment to building a successful partnership with Manatee County and to foster lifelong learners with strong characters, specific virtues. So we're dedicated to do whatever it takes within our school values to achieve our vision and to be a success. Next, sure, you wanna. |
| Sherri Davidson | Let's go with Carolyn McInney. I am going to tell you that Mrs. McInney is joining us through her phone. She is on her way to support family of a very good friend who ended up passing away today, so she may be in and out. and I appreciate her still being here for us. |
| Christy Noe | Thank you, Sherry, for sharing that. |
| Carolyn McClenny | Yeah. Hi, yes, I'm Carolyn McLennie. I began my professional career as a speech and language therapist in DC. And then Atlanta, Georgia, areas working with both children and adults, and found myself drawn to children and the schools. And then, when our 1st child was born, and we started thinking forward towards schooling. Someone put a copy of Dorothy Sayers, the last lost tools of learning in my hand, and it sparked something, and I just knew that that was the that classical education was what we wanted for our children. We did homeschool classically for about 2 years. At the same time I was working full time and earning my doctorate in reading and language arts, education. So it became too much to homeschool, and we did return our children to public schools. But I would not take anything for those 2 years, because it just laid a foundation that we were then able to build on and complement their regular public education. I did go on to earn my doctorate, and I ran the Student support Division. |
| Michael Roland, FL Office of the Attorney General | At a small private college for about 20 years. I then. |
| Carolyn McClenny | Took a position with a classical charter school that opened in Florida, where I live. and ended up being dean of students at that school and an interim principal for a little bit of time. Currently I am not working full time, but still doing some classical education, consulting. |
| Sherri Davidson | Thank you. Justine. |
| Justine | Good morning. My name is just. |
| Christy Noe | Could I interject for one second, there's a lot of you guys on today, and it would be helpful for us to know your role with the school. So whether you're a board member, if you've helped with the application, or if you're going to be employed, that would be helpful, too, for us just to keep everybody straight. |
| Sherri Davidson | Right, and for the record. Carolyn is on our board of directors. |
| Christy Noe | Okay. Sorry. |
| Sherri Davidson | Justine, that's okay. Thank you. |
| Carolyn McClenny | Yes, I'm a i'm a director with my area of specialty being in curriculum. |
| Justine | Okay. I am also a board member, and my passion for excellence in education has led me to become a board member of Bradenton Classical Academy. Last year I relocated to Florida from Michigan, where I retired after 25 years in public education, and I was very excited to hear about the plans for this school. In addition to classroom teaching, I have vast experience in almost every aspect of the public school system. I was a leader in my district in curriculum development, teacher education, mentoring special education and forming |

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| | <p>positive relationships with all stakeholders I've presented, presented at a variety of professional development conferences and participated on many hiring committees for teaching and school leadership staff for several years. I also subcontracted for the Michigan Department of Education as an item writer for the annual State Science assessments and led professional development within my district. On writing ballot assessments aligned to state standards due to my extensive experience. I was also asked to participate in evaluating middle schools throughout the State with the National schools, to watch program which aims to assist schools in providing a rigorous and engaging education for all students. I took part on the evaluation teams for 3 different schools in Michigan. Additionally, during my last few years of teaching, I was on staff at Central Michigan University as an adjunct instructor for the College of Education, teaching courses for upcoming student teachers. I have a Master's degree in curriculum and teaching from Michigan State University, and I do have a current Florida professional teaching certificate. I'm excited about working with Hillsdale College to provide the opportunity for classical Education school in Manatee County. My son and daughter-in-law are both recent graduates from Hillsdale College, and I have become very familiar with their passion and high standards for excellence in education. I firmly believe in the effectiveness of this approach, which naturally fosters a love of lifelong learning and genuine character building. So I am currently a board member at this time, and am very excited to be moving forward with the school.</p> |
| Sherri Davidson | Thank you. Arlene. |
| Arlene Merriman | <p>Well, first, I'm Arlene Merriman. I am a board member. I believe that my 23 years, plus in human resources and services and 17 years in various capacities in higher education, plus my educational background. I have a master of science in education, in higher education, administration, and also a master of science in Allied Health and Community Mental health. I believe that in combination with my careers, that it would be valuable to the Board and to the school. As far as development of sound personnel practices, adherence to pertinent laws and regulations, staff selection and development, as well as networking with community leaders. I have strong research and analytical skills, critical thinking skills problem solving goal setting and developing community connections. So I think that in obtaining community support that that would be an effective combination for the Board and for the school. I have experience in staff recruitment, human resources, policy, development and development of community connections. I really like the classical education concept. I've worked with various school districts in the human services area that I supervised, and I think that this kind of a concept is much needed for the community to have effective school choices and developing the whole child and a lifelong learner. Thank you.</p> |
| Michael Roland, FL Office of the Attorney General | <p>Thank you, Michael. Good morning. I am a founding consultant to the board. I have a relative on the board, and so I cannot be a board member. I am an Assistant Attorney General and Assistant Bureau, Chief of the Tallahassee Bureau of the Consumer Protection Division of the Attorney General's office, and a supervisor of the Attorney General, Senior Protection Team and Military Veterans Assistance Program. I have kind of a long title. I have been approved by the Attorney General to provide legal guidance and document review. To make sure the contracts related to the school contain language that is in the best interest of the school and its board. I'm also the husband of Karen Rowland and I have witnessed her extraordinary work at Tallahassee classical. I'm also the father of Allison Roland, who attended a classical school here in Tallahassee from 1st through 3rd grade, and I experienced the benefits of a classical education through Allison. I have a master's degree in business administration, and although my legal experience is in consumer protection, we do have outside counsel that is specialized in school startups that we can refer to. Thank you.</p> |

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| Sherri Davidson | Thank you. Georgia. |
| Georgiann Vail | I'm a volunteer, basically acting as secretary for the board. I am a grandmother of 2 children. I have experienced the difference between a classical education and the public school system with my grandchildren. And I am committed and basically feel that a classical education is what our students and our young adults need in this country so that we can grow to be a much stronger country. My pastor, I'm a retired nurse. And so basically, I'm here to help and support. Thank you. |
| Sherri Davidson | Thank you. And last, but not least, Jerry Croke. |
| Georgiann Vail | Jared. |
| Sherri Davidson | You're on mute, Jerry. Can you hear us? Well, I will introduce him. Jerry. |
| Jere Croke | Don't worry. It's I'm. |
| Sherri Davidson | Sorry I was trying to. I was trying to unmute. There, I apologize. That's okay. |
| Jere Croke | And and sorry I'm joining from my phone as well, too. but yes, Jerry Croak, from Fpdino incorporated part of the development team. Here we are. Well, we've developed numerous Campuses Charter School campuses across the State of Florida. and yeah, we're very excited about the opportunity to to help Bradenton classical out here certainly feel that after the feasibility study done by the consultant Carvelli, Carvelli and associates, that there's there's a strong need for for this particular type of school, and we're excited to get started. |
| Sherri Davidson | Thank you. |
| Jere Croke | No problem. |
| Christy Noe | Alright! So is that your whole team, sherry. |
| Sherri Davidson | I do believe so. |
| Christy Noe | Okay, alright. Well, thank you all. And and quite an impressive group. So thank you for being here today. Just a little bit about process. So, as you guys know, you've submitted before. And it went through the process. And so the way that this is handled is, we have an experienced team of reviewers who have reviewed the application today is your opportunity to clarify any of the questions or things that we may not have been able to ascertain by reading the application. And so this meeting is going to be recorded. We're going to write up sort of a report, after all of the reviewers ask questions, and you guys give answers. And then we send that to DOE and Florida. DOE's general counsel's office reviews this transcript. I think actually they may listen to the the video, the zoom and then they review everything as well. And and so that gets then sent to the commission. So basically, if you want to think about it in district terms, the team right now from the Florida Charter Institute is like the district staf. and so they're the experts in all those diferent areas. And they've, you know, got some questions. And and we're going to give our information up to Florida DOE. And then it goes to the Commission. So that is set in statute that process. And so, as you guys know, this is your second time doing this. And so I want to make sure that you have the opportunity to answer the questions that we have. As you see, I've added Helen Hayes to the team who has extensive classical background, and I thought that was an important sort of shift for us from having other reviewers who had classical backgrounds, but not as extensive as what Helen brings. And so what I wanted to start of with is because you guys have submitted multiple times. I would like to give the opportunity to spend a few minutes sharing with our team. What substantive changes have you all made to the application that has taken into account all of the previous feedback from the district and other times that you've submitted to, you |

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| | know. Get this one so that this application that you have before us today is able to be approved. |
| Sherri Davidson | So how would you like us to do that? We took your? We took manatee counties. comments that you had sent to us, and we have responses to each of those in general, I would say that Every time that we have applied we have taken the comments and made accommodations, and I don't know how I want to put this but we've been. We've proven time and time again that we are willing to work with the county and the State. to make sure that we are in compliance with all State laws, all Federal laws, and all county rules and regulations and laws. We feel that we've been cooperative and accommodating, and will continue to do so. I'm not really sure. You know, there's how I'm not really sure how you want us to go about and show every diferent thing, because there's a lot. |
| Christy Noe | Okay, Kim, did you want to say something? |
| Kim Cavanah | I guess. I guess I was thinking about it more from a micro level than a macro level that I believe that there was feedback about, you know, like specific areas of the curriculum concerns about specificity or more detail needed. And I think that's we were. Because without, I mean, we've all read both versions, but if you could just clarify which sections were half of the actual content of the application, were altered, were changed to reflect or to address questions or comments. In the last review packet. |
| Sherri Davidson | Karen. |
| Karen Roland | Yeah, so our big changes from the last submission that we submitted. With, I believe it was with an august review. Our changes kind of. We're mostly on looking at the feasibility, adding in information about the feasibility study, and that was referenced by Jerry and looking at the diferent schools within the 3 mile radius. We've added that information into the application. We've added more information regarding the parents and partners in education, and how the communication would be for that. We addressed the mathematics curriculum being in diferentiated strategies for students performing at grade level or or orbit. I'm sorry at grade level or higher, and a separate math for those who are performing below. We've added information. |
| Sherri Davidson | Reading also sorry. We added a reading curriculum. |
| Karen Roland | Yeah, yellow. Yes. We added information on hills on the history of civics. We did redefine, as Sherry had stated. The reading portion for those who are falling above or below the expectations. Additionally, let's see here. |
| Christy Noe | Safety and security. Did you address that. |
| Karen Roland | Yeah, yes, we're safety and security was a really big portion of the reviews, the revisions. let's see where special programming. we've made some enhancements there. We even improved on the scholars who would be given preferences based on the revisions to the State statutes. We refined our facilities, timeline being that we've been delayed. So we've got a new one facility timeline in this in this safety element. We did refine about act after action reports with the drills. and of they're see here. adding additional information for the statute of 1, 0, 12, 0, 1, 2 set statement 2 and 3. Talking about the threat management coordination pro process. And that the students let's see here. So we've refined the school calendar based on the new 2,025 calendar for the 26 year. We've added applications the resumes for Michael and myself. Originally the application only included information on the board members, but as consultants and big party players to this team. We felt it important for you to understand who Michael and myself are. So those resumes have been added. we've also revised the head of school job description. To better clarify the standards of qualifications for a for the headmaster head of school. We revised information on ancora and added in their draft |

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| | contract, at this time it has not been a signed contract, because we're waiting for the finalization of this contract we've also added in additional financial statements of if the school receives the bond, we have one set of financial statements, and then we have another financial statement that if we did not receive the bond how things would be different, we're confident we'll be able to get the bond. Frank Dino's team is confident that we'll get there. We just in the fact that if it doesn't happen we have a backup plan. So that kind of summarizes the major changes between the the 2 applications. |
| Christy Noe | Okay, thank you for that. And so with that information team, my team's got some clarifying questions, I believe, or some additional information that they want to understand. And so I'm gonna start with Maria in Section 2. Do you? You have some questions for them? |
| Maria Sokol | Yes, I noticed the market feasibility study that was added to the application, and some quotes from Superintendent. I believe I'm not sure how to pronounce his name. I'm wondering how the market feasibility informs your enrollment targets, or showed sufficient demand. Given. Not all of the schools are at capacity. and also wondering, in response to the growth, what is Manatee County doing to address that growth? Now. |
| Karen Roland | Sure you're on mute. |
| Jere Croke | Okay? So as far as the feasibility study, I know it's it's the current plan. And I believe it's noted. Through conversations with with John Carvelli from Carvelli and associates that there is no plan. Manatee County currently has no plan to build any additional schools at the moment. so as far as I. We certainly can't answer exactly what Manatee County's plan is to address the the overcrowding and the the not only the current demand, but the the demand that's coming with the additional rooftops that are planned, and we and we've done our own diligence on our side for the development team to coincide with the feasibility study on that current demand that that's coming. That's in the pipeline for for additional rooftops. So hopefully I answered that that question. Enough. I if I had John on the call from Carville and the associates, he could potentially answer, I think the 1st part of that question because it sounded like it was a 2 part question. |
| Maria Sokol | Correct. Could you tell us what kind of evidence of demand you've collected. |
| Jere Croke | With regard to the rooftops that are that are coming. |
| Maria Sokol | No regarding the model to show that you'll be able to fill seats. The application states. There is demand for parents to drive up to 20 miles and all. What kind of evidence shows that demands? And is it current. |
| Jere Croke | It is so. I mean, the evidence is that there there is overcrowding in particular schools in the current area. And then there's also in the northern part of the county, where rooftops in the pipeline currently being built right now, and also in the pipeline are going through the roof right now. And there's an explosion gonna happen as far as demand is concerned. So we're we're prepared, not only taking a look right now, currently in the Lakewood ranch area kind of ground 0 where we're where we're looking. But we're also keeping an eye on the development that's happening in the in the Northern Manatee county area as well. |
| Sherri Davidson | I can also add to that. We currently have a hundred 72 people following our Facebook page. And I was not able. Of course my computer decides not to attach to my scanner this morning where it did last night. But I have here responses from friends, not, I shouldn't say friends, but supporters and P. Families who are specifically supporting our school. And I would like to even read to you an excerpt from one of the emails that I received this morning. It says, Please approve Bradenton Classical Academy. So my family and I can stay in our county for classical education. We currently attend a school of over 800 families in an adjoining county for classical education, and one out of 4 of these families are from Manatee county. There are |

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| | co-ops of classical homeschoolers in Bradenton right now. This education is wanted in this area and needed. I will say that In the past we had strong support for this concept. I, personally have slowed down on marketing this school because of the pushback that we have received. I don't want to continue to give these people hope. If there's no hope of this happening, they're getting frustrated, and they're getting angry. And what you tell people who want this. And just this morning I'm being told. How can you keep standing up to these people and try and get something that you know is right and good, and yet they keep pushing back at you. How do you keep standing up and fighting? They don't understand why I keep coming back to be slapped down for more. But this is the right thing to do, and we do have community that wants this. |
| Karen Roland | Are in addition. and I do. I don't have the numbers in front of me, but as Sherry had stated, the school down in Sarasota has a 800 families. They have a traditionally a long waiting list for the classical elk, and. |
| Sherri Davidson | Over over 400 families are waiting to get into that school. |
| Karen Roland | So that's that one school alone. And then Hillsdale historically does their schools historically hit capacity. When we came up with our numbers of 800 282 students, and the number of classrooms per per grade. There was a long, hard assessment done on that We could have probably gone bigger and get the enrollment. However. there was also a concern of opening too big at too fast. We wanted to kinda be big enough to hit the need of or to hit the interest in classical education. Miss Hayes, you probably can attest to the the interest people have in classical. But yeah, we wanted to be small enough, and we didn't want to make bigger than what we really could manage. So we figured 3 classrooms per grade at the beginning was probably about appropriate. I'm a little scared that we're gonna have a long waiting list and that we're gonna be too small. But that would be a great thing for us. |
| Maria Sokol | Thank you. I think you address section 2. Thank you. |
| Christy Noe | Thank you guys. Alright. I'm gonna move on to Helen. For section 3. So she's got some questions. And again, this is your opportunity to go on record and clarify and answer whatever you know. Her questions are. |
| helenhayes | Well, I'd like to just start by asking There's a moment in Section 3 in which you state that time spent in the classroom is rigorous, and meets or exceeds state and local standards, and I wonder if you could give us an example of a specific standard. The school might exceed. |
| Sherri Davidson | Okay, Carolyn, can you address that. |
| Carolyn McClenny | I believe that we exceed the standard in the number of minutes that we provide direct instruction in most subjects, including reading and math. One thing I would like to say about our school that doesn't fit well into an answer to any of the application questions is that in a classical school. Everyone is a learner, not just the students, staf teachers, school leaders and professional development is an enormous emphasis. Hillsdale for free provides weekly professional development groups for our teachers and board and staf and leaders. I think that too often in education we say, Oh, this curriculum is evidence-based. Let's implement it with fidelity, and all our problems will be solved. That is not a classical approach to teaching children. The classical approach would say, Child, if you are not meeting expectations in the classroom. We don't need to put you in front of a computer. We need you in front of a human that understands how children learn that understand that particular content, area, reading or math. What are the evidence-based principles for teaching, for child learning and for remediation in that area? Sure, but not just implement this program with fidelity. Understand what you're doing and why? So that you, as a teacher, can develop that individualized specialized education as needed so. |

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| helenhayes | <p>And that makes sense. I think one of the particular challenges of operating a Classical Charter school is that you do have this dual Set of opportunities. I'm going to say, maybe challenges because you have to be true to the classical side of things. And being with Hillsdale. You're you know, you have a strong partner there, and at the same time I I want to share a second question that's related to the first.st So, and this is a longish question, so please bear with me. But Ms. Davidson shared that the team has aimed to be compliant with the law and with statutes, and there are numerous assurances in the document that the school will align the curriculum with statutory requirements. But there are many significant areas in which the descriptions of the curriculum that the school plans to use is specifically at odds with Florida State standards. I'm going to just breeze through those quickly, and then I'm going to ask my question. So the math curriculum is using the Singapore dimensions curriculum, which is aligned with common core, but not with the Florida next generation. Math standards the history program just one small example, but it, like nothing about the K. 12 Program guide is written to align with Florida standards. So 3rd grade has an emphasis in the K 12 program. Guide on Asia, Greece, Rome, and the Us. The Florida standards for 3rd grade have an emphasis on North America, Canada, Us. And Mexico in 4th grade. The whole standard for history in Florida is Florida history. of course, that's not in the the Hillsdale materials. The student schedule does not provide appropriate or compliant instructional minutes and practices in Math or Ela. An example is there's no 90 min reading block. The math blocks range from 15 to 30 min and have interruptions in between. So that's a statutory violation in terms of reading instruction. The prompt specifically asks you to avoid triple queuing approaches. but the reading instruction materials for scholars below grade level says it will use a resource such as reading A to Z, which is from the Cambium Learning group. That is specifically a triple, queuing approach. The head of school job description makes no mention of state standards. Nor does the teacher job description. Here's my question. How can you provide us with convincing a convincing argument that you are going to be able to address State standards and provide a curriculum that is not only classical but also compliant with state standards.</p> |
| Sherri Davidson | Hmm. |
| Karen Roland | <p>Telsta College has, multiple schools within the State of Florida. That are highly successful. And are meeting the State standards by partnering with them. All of our curriculum, all of our trainings, our schedules is directed to us by Hillsdale, so I would expect that by us. Being a partner with Hillsdale, we also have opportunities to work with directly with the other successful schools within the State. So if we were developing something along the lines that Manatee County or Fldoe decided that we were not meeting the State standards. We would turn to our partners and our sisters schools in the State of Florida who are doing, and we would use their resources, their best practices, to guide our resources and our best practices. so that that partnership with Hillsdale and the other classical schools within the State that are successful would be our guiding path to making sure that we are meeting those standards because the standards are there for a reason the regulations are there for a reason we don't want to ignore them. We don't want to say, Hey, we're not going to do that because we don't agree with them. No, we we will develop if it's not in written in the application. Clearly, that's the value of the partnership in the working with Hillsdale. That's the value of working with the Florida Consortium Charter support unit so that we can make sure that we are fully compliant.</p> |
| helenhayes | What but the applicant? |
| Sherri Davidson | That, using the expertise of our of our volunteer advisors, John Car Valley. |
| helenhayes | Right. |

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| Sherri Davidson | Andy bins. |
| helenhayes | But the application is your opportunity to show that compliance. |
| Sherri Davidson | Yeah. |
| Carolyn McClenny | I agree that it is hard to what you were saying, Miss Hayes, about making the classical education fit into a State application for a public charter school. But you're exactly right. I realize we have to be able to do both. One approach for doing that is that our teachers are still responsible for those State standards, and in their lesson planning they will still be pulling in those State standards. So as an example for history. Yes, classical education. We teach history as a story, we start in kindergarten with the 1st humans and move forward through the story of the world grades 1, 2, 3, 4, and then it's repeated in the middle school years and repeated in the high school years, each level. Their thinking is deeper, their communication is more sophisticated. |
| Sherri Davidson | Hmm. |
| Carolyn McClenny | So they get 3 rounds of the story of the world. Public education approach is more centric. We're in kindergarten. We learn about our neighborhood and our community helpers. And then we start learning about our town. And by 4th grade, like you mentioned, we're learning about our state. So for us, that would be Florida State history. Our teachers have to do both. They stay true to the story of the world, and they meet those State standards for Florida history as an example. |
| Kim Cavanah | So I guess my question is, you said that the teachers, in planning their lessons are accountable for embedding the standards. But I think what Helen's getting at is that when we read the application we don't. We see statements of affirmation, you know we'll follow the standards, but then, nowhere is there any explanation of who's going to be supporting the teachers? It? It appears that they're being given a curriculum that doesn't align with the standards. And yet you're saying they'll be held accountable for making sure that their instruction aligns with the standards, but not necessarily through the materials they're being given to teach with so. And and we know, I mean, when we think about state accountability, accountability comes out, you know, in a test score at the end of a year, in the summertime. So nobody from DOE is going to be, or or the district is going to be, policing your classrooms to see if you are teaching the standards. So if the if the application doesn't address it. the school infrastructure isn't focusing on it and giving teachers. Tools isn't doing crosswalks isn't planning on ways to modify. Say, for example, 4th grade instruction. That's where the the concern is. I. Nobody's. Nobody's saying that a classical program is not a good program. But a public school in Florida has to follow the grade level standards, and it can do other things as well. But it can't skip the standards. And we, the concern is that it doesn't feel like that has been taken into consideration in the foundational planning of the school's program. And that's what we're trying to figure out, and had hoped to see more examples of curriculum crosswalks that had been done, and examples of tools teachers would be given to fill in the holes. So when their 5th grader takes the social studies is, you know, gets a social studies test. Then at the end of the year they're going to know what to do. |
| Carolyn McClenny | Hmm. |
| helenhayes | I think I'm I'm I'm about ready to move on from this question. I just I wanted to give you an opportunity to to give us some reassurance. So. |
| Carolyn McClenny | Right. I believe that was addressed at least somewhat in the section of the app that talked about the lesson planning software that we use because that does crosswalk the state standards for the teachers with the curriculum that they are using. And then we would also |

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| | be relying on that professional development team from Hillsdale and from the school leadership team. And Hillsdale is aware of this problem in particular, with their history, because every school in every State is dealing with that same balance. |
| helenhayes | Yeah. My recollection at at great hearts, because we did receive a charter from Florida was that that? although we weren't working with Hillsdale. It was very much the team, the home team that had to put it together. But I think I I do just want to add one note, which is that operating a classical school doesn't guarantee success. So I have been in the position, the really sad position of trying to work with a charter school in another State classical that that did not succeed. So I would be careful of guaranteeing success just because of the curriculum. |
| Michael Roland, FL Office of the Attorney General | I think I would add to what's been said that we have experienced both from the positives we've seen with Hillsdale and the experience of the people on the board. We've also seen the negatives, Karen working in a school that started using with the Hillsdale curriculum, and then stepped away from it. There were, there were decisions made by the Board that were detrimental to the classical school and the guidelines of the State. So I think we would take that experience into consideration as well, and and use that to make sure that the Board is making decisions that both follow what the State is is asking, and what Hillsdale is asking. and we will. You know we have we have the people here that will guarantee that decisions will not be made that do not follow those standards. |
| helenhayes | Okay. Thank you. |
| Christy Noe | Helen, do you want to go to your next question? |
| helenhayes | Oh, I asked 2 questions, so I'm good. Did you want more questions? I have. I'm ready. |
| Christy Noe | Well, I think I think the schedule piece I'm still unclear about whether or not the schedule is meeting the required minutes. |
| Kim Cavanah | So I mean, so this is one where it's basically for fte purposes. K, 2 needs to receive 720 instructional minutes, and 4 through 12 needs to receive 900 instructional minutes. It's pretty much a mathematical calculation. You have the schedules. You have your scheduling students, and you're scheduling teachers every day for instructional time by content area. And we understand that oftentimes, particularly in a classical approach, there's blending of subject areas. But it's still. oh, very clear what kind of instruction is being given. So we were hoping to see a schedule of a couple of sample schedules that showed clearly that that amount of instructional time was being provided at those grade levels per year. |
| helenhayes | Is there a question. |
| Kim Cavanah | I guess the question is, is, is that evident in there somewhere? Board. |
| helenhayes | I didn't see it. I I saw that the math blocks were interrupted and shorter than required, and reading instruction. The reading block was well short of the 90 min, uninterrupted statute requirement. |
| Kim Cavanah | So. |
| Sherri Davidson | We did use as just our sample schedule, the one from Hillsdale, with the understanding that as a board. we are not with the day-to-day operations, and we understand that we have to ensure that these things are done. But we also have to have in place our administration. It to put this schedule together. |
| Kim Cavanah | So this is a common having worked with Charter. with with startup schools for years and trying to work through this. This is always a challenge, because it is generally a governing board. That is the idea. But what you are submitting is an actual operational plan for a |

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| | <p>school, and so you have to straddle that. And I mean it's it's pretty clear the contents are are get down into the nitty gritty of school operations and curriculum much further than a board will be doing once a school is operating. So that's that's where the expectation is that we've had. We've actually had schools where. after the application is approved, and and everything's up and ready to start really cranking, and the principal is hired. People are told before you even interview for this principal job, this school leader job. We advise you to read this 300 page charter applications. So you know what you will be expected to be doing because you don't know what you don't know. And so that's but that's part of this. We do know that you are a hundred percent right governing board members should not be down there counting instructional minutes. But in order to open a school in the State of Florida, you need to know, somebody needs to be aware of all those nitty, gritty kinds of things.</p> |
| Christy Noe | <p>And I think part of what Kim is also trying to convey is the charter. Application becomes a part of your legal document that is attached to your charter contract with the school district, and the charter application is also used to get the Csp. Grant if you wanted, and it goes through a rigorous. They use the application they read through and see. And so we're trying to make sure that you guys understand the importance of the application itself that this isn't just a bureaucracy, us trying to push back that it is your foundational document, your operating document, your plan for your school, and it it goes through all of these other pieces that will impact the organization itself over time. And so, having this application address, and be that sort of roadmap for your leader, for your teachers, for you all is critical. And so. as Kim said a lot of times, you know, boards don't know all of that, but I think you've got a couple of consultants and educators, you know, who know some of it. but trying to to make the case. And that's what we're really, I think part of this discussion is about is underscoring the importance of being able to articulate that you understand what those statutes are, and that you have a plan that you describe, how you're addressing those. And so that's really what we're trying to to understand. And that's why we asked the question in the beginning how you change things, knowing the importance of this document, and how it goes through with you for the rest of you know the next, however, many years, until you go up for renewal with the school district, and a lot of times they use the application for the renewal process. They're going to look at this application and say, show us what you've done, related to these things that you said and you know, and so hold you accountable. And and I think you know some of the questions we're just trying to gather. Additional information. To see, you know is that in there, and I think you know what we're saying right now is we're still. We're struggling to see if it's in there or not. And and so again, you know, trying to trying to gather more information. And for you all to understand sort of the purpose of that, that document and this process and and sherry. I heard you. Yeah, I know why you've backed of of marketing because you've been doing this for a while with the application. And I completely understand it's it's not an easy thing. And so, you know, we're here to try to, you know. Be a part of this process, and say, this is sort of what is required in order to get to where you need to be. So we've got about 30 min left, and we still have some questions. And I think you know, I actually think we probably ought to move to some budget questions unless some of the reviewers want to jump in, because I think we've got some of the information that we need so I'm gonna let Amanda and Desiree ask some of their questions. And then I'll give you guys the opportunity to kind of give us some closing statements.</p> |
| Amanda and Desiree | <p>Thank you, Christy. So I'm going to skip to Section 7, actually, as it pertains to the budget pieces of the budget. So on the document. Page 56, application page 52. The applicant states in section 7, that there will be an Ell committee consisting of an Ell teacher little bit further down in the section. The applicant also mentions the dedicated ell positions and an ell coordinator. Furthermore, the applicant states they would quote, expect to have teachers</p> |

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| | endorsed in ell. Can you explain your plans for ell stafing, as there are not any staf listed in the stafing plan in Section 11, so just a little clarity of what your ell plan looks like, how it correlates with the stafing in relation to the budget. |
| Karen Roland | Carolyn, would you like to talk about the the stafing? Element so. |
| Carolyn McClenny | So it was your question. More of a instructional design question like, How will the Ell students learning needs be met. |
| Amanda and Desirae | Your entire ell. Plan it. There's no staf listed in the budget or in the stafing section. |
| Kim Cavanah | For ml an ell teacher. |
| Karen Roland | Right? We well, we use the charter support units template for the budgeting process and based on the number of a 12. I wanna say, 12% population. The the formulas came along saying we did not necessarily need a full time. Ell, that's where what we do is when we hire the teachers. a focus needs to be on hiring teachers that have the ell designation. In addition to that part of this professional development training. All teachers do go through the ell training. Carolyn, could you talk a little bit more about how we meet the needs of the ell without having an fte designated. |
| Carolyn McClenny | Okay, so especially K, 2. But throughout the grade levels we would work with our teachers ideally. They would have their ell and reading endorsement attached to their professional certificate when they come in. But we know the real world. We know there's a teaching shortage in Florida. In the nation. Chances are not every teacher will have those qualifications when they come in. So that would be part of that teacher's professional development plan from day one to be working toward those additional endorsements on their certificate, or from a temporary to professional certificate, are teachers that are endorsed would be given planning periods, or and that's where you start getting into the nitty gritty from a board versus a school leader. But we would rely on those teachers to coordinate the needs and oversee the ell services across the school. |
| Christy Noe | So I'm going to jump in real fast. So one of the things that with ell same with special education, is, that is where you have the Federal, you know, and the requirements. And so there's a diference between being Esol endorsed and understanding how to deliver the strategies to those students and then needing a person who understands all of the requirements in the State. The district's ell plan, and how to administer the home language survey, when to administer that. How to do the assessments for students who qualified as ell. And so what we find a lot of times with charter schools is. they think that. Oh, the district will do some of those things. No, it's it's your responsibility and understanding that process which sometimes is not easy to understand. When you look at the district's ell plan. But having a designated person who is responsible for doing all of those things and ensuring, and then the teachers who are endorsed are the ones that are supporting those students, as it relates to what their services are that they need. So I think Amanda and Desiree's point was, you know, having that identified person. And and how does that, you know? And having that in the budget and that responsible person to do those things. |
| Kim Cavanah | Just as an example. |
| Carolyn McClenny | Trying to say is, we don't have a full time one fte for that. It will be incorporated into another position. |
| Karen Roland | It would be part of the responsibilities of not only the head of school and the Dean but the head of school wouldn't need to. It is, I believe it is written in. There is that the head of school does designate a ell coordinator who would be responsible for ensuring the compliance and |

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| | following the rules and regulations. So there would be one designated delegated individual delegated by the head of school. |
| Kim Cavanah | So, and my question for that section is and I've you're right. That's exactly what it says. The sentence starts with the head of school will Staf, Bca. With dedicated ell positions as identified in this application. One of these teachers will serve as the Ell Coordinator. So what we were looking for was a that 1st sentence, the head of school will Staf, Bca. With dedicated ell positions as identified in the application, and which sounded like there would be individual ell, like teachers who are ell teachers, and someone would also serve as coordinator. Which didn't match the description of you're you know, you did go into detail describing the endorsement itself. So it's that kind that that's part of our confusion is. There are places in other places, too, where it sounds like there are dedicated staf members. That's their sole job. And then they don't show up elsewhere. because it's it's what you've explained makes sense. But that doesn't match the words necessarily in the section. |
| Karen Roland | Thank you. |
| Christy Noe | Sorry, Amanda and Desiree. You guys can keep going. |
| Amanda and Desiree | That was good. Follow up. You know you're good. That helps clarify the the question. Okay? So when reviewing we've noticed that the revenue worksheets were still being utilized for 2,02324, school year, not the most recent. 2425. So just some concern there with funding not being as accurate as it should be. Now that we have new revenue available. So that was more concern. |
| Karen Roland | And and that is really probably timing of the application in versus the timing that that information was available. |
| Amanda and Desiree | Okay. also your additional funding letter, your attachment. Z. It's dated August 29th of 2023. We just wanted to make sure that you all had been in communication with building hope to ensure that ongoing commitment. Since that is over a year old. That letter is. |
| Sherri Davidson | Yes, we have pending and confirmed that that |
| Georgiann Vail | I mean I'll call you back. |
| Sherri Davidson | Yes, sorry. In November we clarified with them and confirmed with them that we still have that commitment. |
| Amanda and Desiree | Okay. so I'm gonna kind of combine these 2 together. Since they're they're similar. I'm going to reference in Section 12, along with section 21 both of these sections notated that the applicant hasn't selected the back office service provider, or either the Esp. However, earlier in the interview. You did state that that is the intent. It's just a draft agreement upon the approval of the application. So I completely understand that that is, in a draft format with Ancora, but it would have been very helpful in both of those sections to have in the narrative the relationship between the Esp. And what that looks like on a day to day basis as it pertains to both the back office day to day financial management, and then the human resources. Part in section 12. So those are kind of a combined question point of clarity that it that it would have been very helpful to have read in the narrative the relationship between the Esp and the applicant. |
| Karen Roland | Yeah. I I apologize on that. I didn't necessarily read the question that they were looking for a description of the relationship, although we do have the business manager, individual identified in the program. So the hierarchy would be. Of course, the board is the highest who hires the head of school, who hires a operations manager. That operations manager role is to be the liaison between all contractors and the school. The head of school is going to have that individual's hands are going to be full, making sure academic excellence. And we |

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| | recognize that running a business is this is not just a school. This is not just an academic program. This is a business. This is something that we would need. A individual who can run the business side of the school. So that being said that director or business manager is the responsible party to be the liaison between the head of school and the contractor. In all regards of the human resources, the finances, the technology, the facility, maintenance, part the contract with ancora also goes, would go into their support with the board. So board meetings, board agendas, board communications, and all of that so ancora would have actually 2 responsibilities and and reporting with 2 people. One, they're going to be working with the Board, the director, the board director. specifically anything regarding the board, and then they would also work with the business manager in regards to anything business related. |
| Amanda and Desirae | Thank you for that clarity. Forget. Okay, that was all we had. Christy. |
| Christy Noe | Okay, I wanna circle back with Kim with one other question. And then I'm gonna move. I have some questions related to the facility, and where you guys are right now. But, Kim, go ahead. |
| Kim Cavanah | Okay, and actually 2 questions going back to. I think Helen was talking about some of the concerns about curriculum, Ela, in particular, younger years in particular. Could you talk a little bit about the curriculum that you're using, and whether or how the 3 queuing system is in is part of that instruction. |
| Carolyn McClenny | All right. |
| helenhayes | Dr. Kavanaugh. I need to correct the only 3 queuing item that I noticed was in the remedial category, not in the primary category. But I could I modify your question just a little. |
| Kim Cavanah | Absolutely. |
| helenhayes | So I note that your question states that you're going to use the Oh, gosh! And my brain is blanking. I'm sorry. But the the K 2. Curriculum is a phonics based. It's an excellent phonics based curriculum rigs is also an excellent phonics based curriculum. But you mentioned that you're going to use both, and I can't see why or how, and I don't see it mentioned in. Are you okay with asking that question, Kim? Or do you want to redirect. |
| Kim Cavanah | No, no, we just need to get. We need to get that part, the the reading curriculum in general. But then we need specific information about the 3 queuing part. |
| Carolyn McClenny | Yeah, and I might have. It's been a slight error in the application. It perhaps should have said rigs based. And the reason for that is, we have run into roadblocks that literacy essentials does not have those randomized, controlled trial studies to give it efect sizes and the evidence-based research. So I think that's why we may be fell back on Regs because literacy essentials is based on rigs and Spalding. And then the same thing kind of happens to us with the demand to name a curriculum that is diferent for remediation, I can tell you. Our teachers will be shown how to develop targeted interventions so that students can solve learning problems and stay grade level or above with their ell. Ela expectations? So that might clear up that question. Literacy essentials is research based in that it aligns with best practices in literacy, instruction. |
| Kim Cavanah | And the 3 queuing part. |
| Carolyn McClenny | We do not do that. No. I'm wondering if that section and I'd have to reread it to fully answer this question, but I'm wondering if that was selected just for the passages to be able to use those passages, teaching the way we teach. |
| Sherri Davidson | I'm I'm trying to go through the application to find that. |

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| Carolyn McClenny | Yeah, to Z. |
| Kim Cavanah | You did not. |
| Carolyn McClenny | But. |
| Kim Cavanah | You did not put 3 queuing in there. Our question is the the and and the Department of Education doesn't phrase its prompts ideally to understand what we're looking for. We know that the 3 queuing system cannot be used as part of the instructional program for reading. |
| Carolyn McClenny | Correct. |
| Kim Cavanah | And so we always hope that there'll be a statement in the application, demonstrating the applicants, understanding that they of what 3 queuing is, and that they will not rely on that for their reading instruction. And and there was no mention there was. So we're just looking for that. That understanding of what it is. No, no, and that it's not part of your program. |
| Carolyn McClenny | Yeah. |
| Kim Cavanah | But the other quick question that I had was you. You do have a a a wider range than sometimes we see of Ese. Amount of services. Resource through a resource classroom. Can you explain to me because I I struggle whenever I see point, you know, fractional positions, etc, so to have to in in schools that you are current that some of you have worked with. Can you tell me what it looks like? How, how a resource room is stafed, because that's generally is. If there's a resource room that's a room that's available all day long. There's a teacher in there all day. So that's 1 full fte. That's May only be working with 2 or 3 kids at a time. And then Ese teachers that are going in and out of classrooms, can you? Can you give me sort of a picture of what the Ese stafing looks like, and what an what a resource room setting would look like, and and how those students are being integrated. |
| Carolyn McClenny | Karen, can you speak to the stafing? And then I'll speak to what a day in the life might look like. |
| Karen Roland | Yeah, the stafing again, I'm using the formulas from the budget template from the charter support. kind of indicated that we didn't necessarily need full time stafing for this. They also. The element is that classical education tries to keep the scholars into the classroom for as much as possible. So, Carolyn, I think that's where I'd like for you to chime in about that element. |
| Kim Cavanah | So just let me interject so understandable that it's a a more of a push in kind of thing. |
| Karen Roland | You know. |
| Kim Cavanah | But the prompt asks how what you'll be doing to support students who, for whatever reason, behavioral, academic, whatever require being pulled out, being pulled out of the general Ed setting and receiving their intensive support in a separate class setting for a certain percentage of the time. It's between the 40 to 8, 79% of the time of the day that. And you refer to it as resource. That's what is colloquially called the resource room. So you're talking about those kids. So by definition, you've identified the kids who cannot be appropriately served in a regular education setting. So that's what I'm trying to see with that. Those are the kids I'm asking about. |
| Carolyn McClenny | You're correct that we intend to service learning needs in the general education classroom with that push in model. If a child's iep requires that resource level of intervention. then that would require a meeting with the school and the whole iep team. And I mean, we're going to do this anyway, for every iep, every child coming in with an iep. But during that initial meeting at the beginning of the school year would be when that team would come up with the plan for working out meeting that child's iep. Given the resources that our school has and the |

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| | resources that the child's home, school and district schools have. I don't know if that's. Enough of an answer. |
| Kim Cavanah | Okay. It seems to me I I'm trying to scroll back there because it seems to me that the application looks like it includes a commitment to having that level of service. That's that I don't want to say self contained, because that implies the majority of the school day, but that. |
| Carolyn McClenny | Getting at to self contained. |
| Kim Cavanah | You know. math instruction in an ESE classroom, ESE. Instruction, and that that level of service is implied in your response. |
| Carolyn McClenny | And that would be the same teacher that's doing in the beginning year. That would be the same teacher doing the push in. |
| Kim Cavanah | But okay, so you can't. That's where the staffing conundrum comes from. Because if a if a second grader needs ESE ESE reading instruction for 90 min, and a 4th grade student also does. Then that teacher is trying to do it is that's that's a job and a half. Right. That's 3 jobs right there, trying to do that same time. And then that teacher can't also be pushing in to 1st grade and 5th grade, you know. So it's it's that. |
| Carolyn McClenny | And so, yeah, and that's where a lot of the creative scheduling really does come in. And we were actually successful with that at the school where I was dean of students by staggering reading times, so that the special Ed teacher wasn't required to be in 3 grade levels at the same time. And then I, using other subject areas to push in for reading, sometimes worked to. If they were reading and science or reading in history. They were able to use those times for push-in. So yeah, it it's definitely a balancing act in a scheduling miracle of sorts. |
| Christy Noe | Thank you. So we got about 5 min left, you guys. And I wanna make sure that we get to everything that we're trying to get to. So the last question is, if someone can give us an update on location facility where you are on that process. do you have a location. |
| Sherri Davidson | We do not. I'm gonna let Jerry take that one. He's been working with us. |
| Jere Croke | Sure, absolutely so location. Right now we are currently targeting the the Lakewood ranch area. A little bit further on the on the northern side of the Lakewood ranch area. There's there's quite a bit of demand. And I believe the feasibility study really zeroed in on that particular location. So we we, we have some some sites that are in the wheelhouse looks very promising, as far as the conversations that we've been having with the civil engineers. We are going to be going from from the ground up. That's the current plan right now, with a new location. We'll we'll do a design build for Bradenton, classical and like I mentioned earlier, we, we've we've developed these campuses throughout the State of Florida time and time again. So we're we're very used to. What the process is, how long it's gonna take. And we've already we've already got a contractor and a design team kind of waiting the wings to to get started on everything. we have more recently taken a look up in the Northern manatee area as well. Just to kinda see, as I mentioned earlier, some of the some of the development that's taking place. We've done some diligence on our own end as far as reaching out to different home builders to see not only what's what's published right now in their rooftop pipeline, but what's planned that you don't necessarily see. So with our resources and relationships, we're able to do that. So yeah, we, I mean, we are currently geared up once approval has taken place to to really kind of hone in and be able to start putting offers in on property, and already have had conversations with the the powers to be, as far as permitting is concerned, planning and zoning with Manatee County. So really kind of just waiting for a couple of balls to drop and move. Move very quickly. |

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| Christy Noe | Thank you. |
| Jere Croke | No problem. |
| Christy Noe | So we've got about 3 min left, and just so, you all know, our process will be in the next few days. I'll compile all of the reviewers, notes, and any comments into one document and sherry. I will forward that to you. I'll probably reach out to you also, like I did the last time, and have a conversation with you once you get the result, the information, and then that report goes to the Fldoe. They do their review of all the things I discussed in the beginning. and then, if once DOE says, let's move that to the Commission, it will be the February 26th Commission meeting. And I'll keep you informed about kind of all the steps along the way getting to that so with that, if you guys want to take 2 min and any kind of closing statement, or any other things that we didn't ask you about, that you want to go on record with. |
| Sherri Davidson | Give me a second. I had had a statement prepared, but I think pretty much. We've talked about everything. I just want to say that. throwing my prepared statement out, we've been at this for 4 years. Now we've learned a lot. I believe, that we have put together not only an excellent board, but we also have expertise behind us in the way of volunteers. John Carvelli Andy Bins. Tom Buchanan. All of these people have been on school boards. They've all started schools. They are currently consulting, and they have ofered their services because they believe in this school so much just recently got reached a gentleman reached out Mr. Craig. Nur, he's a principal and a charter school at a classical school in Texas wants to help us. Dr. Robert Acosta in celebration. Florida wants to help us. So there is a demand for this, and there we do have a wide range of people in diferent areas of expertise that can help us get through this. and we believe that we will be successful, and we hope that you will support us. |
| Karen Roland | And I'd like to add that you know, I hear this conversation today concerns regarding compliance with the State regulations and the way the application was written, and what was written, and what was not written. And the application itself. and I understand completely that the application becomes the contract and the contract, and you know all of that supports the Csp. Grant. And I apologize that there were left these questions about the connect, the connections to the regulations. Application aside, as sherry was stated, and as we had talked about earlier, we do have resources. The State of Florida has amazing resources for Charter schools. We've attempted to kind of reach out to someone like, well, you need to be a member kind of thing. Hillsdale has successful schools. We have resources to help us with our scheduling. To make sure that we are following compliance with the scheduling, we have the resources that the State has those resources to make sure that the curriculum crosswalks to the State. I'm saddened that I'm hearing our application. Didn't portrayal of that we've had many people review the application. This was kind of a wow! I didn't realize we were that far of with all the individuals that we use our application, but. |
| Sherri Davidson | Right. We had 5. |
| Karen Roland | Diferent, independent. |
| Sherri Davidson | The viewers. |
| Karen Roland | Or you're confident that the resources that are out there that will be able to work with us once we're approved. We've had so many people say, Yeah, well, once you're approved, well, once you're approved so we can go once we're approved. So we appreciate your time. We appreciate all the guidance and all the input that you've given to us. I, for one, would take to heart the concern about the connections to the statute and make sure that our strategy planning is supportive of that. We are very passionate about working with Manatee County and having a successful partnership with them in the long end. We are all about ensuring a |

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| | high quality education for the students of Florida. particularly for us within Manatee County. So Manatee County has a same interest as we do to get good quality education to the students. And so we hope that maybe this capacity interview could help clarify some failure parts in the writing of the application, and those connecting the dots. |
| Christy Noe | Alright. Well, thank you, and it was nice to meet you all and talk with you and Sherry. I'll be in touch with you in the next before the end of the week is my goal so great. Thank you very much. Team will stay on as well. Thank you, guys, thank you. |
| Kim Cavanah | Thank you. |
| Susie Miller Carello | Thank you. |
| Christy Noe | Bye. |

**BRADENTON CLASSICAL ACADEMY CHARTER SCHOOL
APPLICATION MANATEE COUNTY**

November 18, 2024

PO Box 14621

Bradenton, FL 34280

(941) 405-3424

BradentonClassical@gmail.com

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APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Bradenton Classical Academy

NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH
CHARTER WILL BE ORGANIZED OR OPERATED: Bradenton Classical Academy

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

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

NAME OF CONTACT PERSON: Sherri Davidson

TITLE/RELATIONSHIP TO NON-PROFIT: Chairperson

MAILING ADDRESS: PO Box 14621, Bradenton, Florida 34280

PRIMARY TELEPHONE: (941) 405-3424 ALTERNATE TELEPHONE: ()

E-MAIL ADDRESS: BradentonClassical@gmail.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 |
|-------------------|--|---------------------------|
| Sherri Davidson | Founding Board Chairperson | Board President |
| Carolyn McClenny | Founding Board Member | Board Member |
| Karen Roland | Consultant | Consultant |
| Alan Hall, Ed.D.* | CEO, San Jose Support | Management Consultant |
| Karen Stabile* | Business Development Director, San Jose Support | Communications Consultant |
| Curtis Fuller | Charter Support Unit | Consultant |

*Individual assisted with the initial draft of the application and as of March 23, 2023 is no longer contributors

Projected Date of School Opening (Month/Year): August 2026

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

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

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: Ancora 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.*)

____ 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 XNo If yes, complete the table below (add lines as necessary).

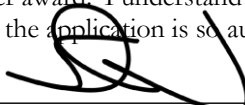
| State | Authorizer | Proposed School Name | Application Due Date | Decision Date |
|-------|------------|----------------------|----------------------|---------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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

| Planned School Name | Authorizer | City, State | Opening Date |
|---------------------|------------|-------------|--------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Does this applicant group operate schools or campuses in Florida or elsewhere in the United States? ____Yes XNo If yes, complete DOE Form IEPC-M1A which can be found at <http://www.fl DOE.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.



Signature

Sherri Davidson
Printed Name

Board Chair
Title

11/18/2024
Date

EXECUTIVE SUMMARY

Bradenton Classical Academy proposes the addition of a new public charter school to open in Manatee County in August 2026. It would serve K-4 in its first operational year and then add the next grade level each of the following years until it serves K-8 in year five. BCA plans to grow through grade 12, pending a second contract with the Manatee County School Board. This application will discuss the curriculum for K-12 so parents can understand the fluidity of the program but is not meant to be all inclusive at this time.

The founding board of Bradenton Classical Academy (BCA) looks forward to introducing the community to Classical Education in the liberal arts, sciences and fine arts. Our students, referred to as “scholars” in this application, will be exposed to a rich and recurring examination of the American literary, moral, philosophical, civic and historical traditions.

BCA’s culture will be one that instills in each scholar a love for learning that develops the scholar into a lifelong independent learner, whether the scholar will be going to college or preparing in other ways to be a productive and responsible citizen. The academy culture will instill self-accountability, personal integrity, respect, and civic responsibility. Scholars will understand the need to use their critical thinking skills to make moral decisions in their community. They will learn they can make positive societal changes rather than let others decide their fates. It is our vision at BCA to build a nation of scholars who ponder the deepest questions of truth, justice, beauty and opportunity for all and who engage wholeheartedly in the foundation of America.

BCA’s educational program will emphasize literacy, numeracy and knowledge. It will use research-proven curricular resources including but not limited to the K-12 Program Guide, Literacy Essentials, The Well-Ordered Language, Riggs Institute’s The Writing & Spelling Road to Reading & Thinking, supplemented by Access Literacy, LLC content, and Singapore Math. The BCA faculty will place a heavy emphasis on primary sources (especially in civics, history and science education); plentiful exposure to age and level-appropriate literature; teacher-directed instruction, differentiated instruction through ability level groupings; implementation of the Socratic method to develop higher levels of thinking; and scholar fluency in Latin. Scholars gain a strong educational foundation at each learning stage to propel them into excellence at the next level.

BCA is partnering with the Barney Charter School Initiative (BCSI) at Hillsdale College. The Benefits of this professional relationship include the following: Access to proven classical curriculum and program guide professional development; access to model bylaws and K-12 best practices; consultation and resources specific to the startup process and operational phase; marketing and branding; hiring support for a highly qualified Head of School; invitations to classical education job fairs; and training for board members on topics specific to managing a classical academy. Hillsdale College will not own or manage BCA; instead, the relationship is considered a collaboration.

BCA has received approval from Hillsdale College to implement the BCSI programmatic and curricular recommendations, as well as to specify Hillsdale College in this application as needed to fully respond to the prompts. No content has been copied directly from Hillsdale’s publications unless properly cited in a footnote.

Services will be readily available to meet the critical needs of our scholars. These include but are not limited to; consistent access to ESE, ELL, and other required student service providers; implementation of Multi-Tiered System of Support; campus security measures that meet or exceed

state regulations and wellness, physical and nutrition education.

The Academy's senior leadership team will be a partnership between the BCA's governing board and the Head of School who will serve at the will of the governing board. The senior leadership team will utilize consulting services from Hillsdale College to ensure academic success and contractual service providers who have expertise in charter school operations to ensure operational and financial success.

The contractual service providers will guide and advise the BCA senior leadership to ensure full compliance with the Manatee County School Board contract and with all requirements set in Section 1002.33(2)(a) & (b), F.S. It will expand the capacity of the public school system within Manatee County as set forth in Section 1002.33(2)(c), F.S. Enrollment will be prioritized for Manatee County residents. Ultimately, over time, BCA will increase K-12 school choice through its rigorous classical education program.

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.
- *If the applicant is proposing a classical charter school, include how the school will emphasize the development of students in the principles in 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.*

At Bradenton Classical Academy, it is our mission to develop lifelong learners through a content-rich classical education in liberal arts, sciences, personal character and civic virtue.

Every educational institution sets the worthy goal of improving learning outcomes with methods that are supported by concrete evaluation. At Bradenton Classical Academy, we set our sights higher. Our academy prioritizes individual accountability, integrity and respect for citizenship. Curricular and extracurricular offerings support our scholars to excel academically, communicate effectively, act virtuously, develop cultural literacy and grow into productive members of American society. A time-tested liberal arts pedagogy directs achievement toward mastery of fundamentals, exploration of arts and sciences and understanding of the foundational tenets of western heritage.

Our vision is for a nation of scholars who ponder the deepest questions of truth, justice, beauty and opportunity for all and who engage wholeheartedly in the foundation of America.

The Bradenton Classical Academy strives to cultivate human excellence. We teach scholars to be stewards of Western tradition and pillars of a free society and to see the beauty and truth in our world. Therefore, we provide a broad, classical education that allows our scholars to understand the highest matters and contemplate the deepest questions rather than funneling

their young minds toward a specific trade, profession or skill set. It is our purpose to nurture the child's humanity with a steady view of the potential adult.

Barney Charter School Initiative for K-12

Bradenton Classical Academy (BCA) is a candidate school to affiliate with the Barney Charter School Initiative (BCSI) for K-12, at Hillsdale College, which offers varying degrees of alignment: Curriculum School, Member School and Certified School. The Barney Initiative currently has 23 member schools throughout the United States and five in the state of Florida. At the time of this application, BCA has received a letter of intent from BCSI to become a Member School. BCA's founding board foresees many benefits of affiliating itself with Hillsdale College. These benefits include access to a proven classical curriculum; professional development; access to model bylaws and K-12 best practices; consultation and resources specific to the startup process and then to the operational phase; marketing and branding; hiring support for a highly qualified Head of School; invitations to classical education job fairs; and training for governing board members on topics specific to managing a classical school. Hillsdale College does not own or manage affiliated schools. Instead, they provide "a collaborative effort between the College and a local founding effort that does the hard work to assemble a team, develop a plan and see the project to completion."¹

Throughout this application many of the statements and wording used is with permission from Hillsdale College.

Hillsdale College defines a Classical Education K-12 model in the following way²: "Classical education is a model of K-12 instruction that is rooted in the liberal arts and sciences, offers a firm grounding in civic virtue, and cultivates moral character.

- It examines American literary, moral, philosophical, political and historical traditions to equip scholars for citizenship.
- It balances depth and breadth in core subjects including math, science, literature and history.
- It requires explicit phonics instruction that leads to reading fluency and grammar instruction that leads to language mastery.
- It requires the study of Latin for all scholars.
- It emphasizes teacher-directed learning by well-educated and articulate faculty members over student-centered models.
- It requires a school culture that demands moral virtue, decorum, respect, discipline and studiousness among scholars and faculty, which simultaneously produces a spirit of wonder and discovery of the good, true and beautiful.
- It offers continuity and review of subjects throughout a scholar's educational experience from kindergarten through grade 12, even if the school must initially open with fewer grades.³

¹ Hillsdale College. (2022). Founding a Hillsdale Classical School: Receiving Support from Hillsdale College. Retrieved online May 20, 2022, from <https://k12.hillsdale.edu/Schools/Start-a-School/>

² Hillsdale College. (2022). Founding a Hillsdale Classical School: Mission Alignment. Retrieved online May 20, 2022, from <https://k12.hillsdale.edu/Schools/Start-a-School/>

³ Hillsdale College (2022). Classical Education: Key characteristics of Hillsdale Classical Schools. Retrieved

This model offers the tools to foster inquisitiveness with explicit instruction so scholars better understand the world around them. It uses time-tested texts and educational strategies to teach scholars about language, the physical world and relations among human beings. “Contrary to popular opinion, classical education is far from arcane, irrelevant, dull, and unimaginative,” writes Terrence O. Moore in an often-cited essay about classical education. “Rather, the classical view understands that a human being without knowledge of the past, without reverence for his inheritance, and without a judgment formed by the standards of true greatness, is much like a man with amnesia.”⁴

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

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

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state’s public school system.* PAGE(S) 5
- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.*
PAGE(S) 69 and 70
- *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) 35, 36, 40, 41

- 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) 26-32; 34-37
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.* PAGE(S) 28-30
- *Encourage the use of innovative learning methods.* PAGE(S) _____
- *Require the measurement of learning outcomes.* PAGE(S) 20, 29-30, 34-36, 39

- 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) NA_
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.* PAGE(S) 6, 16
- *Expand the capacity of the public school system.* PAGE(S) 6,16

online May 20, 2022, from <https://k12.hillsdale.edu/Curriculum/Classical-Education/>

⁴ Moore, T. (2016). “A Classical Education for Modern Times.” Essay retrieved online May 20, 2022, from <https://www.hillsdale.edu/educational-outreach/barney-charter-school-initiative-2/recommended-reading/>, page 6.

- *Mitigate the educational impact created by the development of new residential dwelling units.* PAGE(S) 6-8
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site.* PAGE (S) NA

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 anticipated student population for BCA will be families who are searching for an education opportunity that will challenge their child to think for themselves, by using factual truths and recognizing the beauty of the world. The target population will not be restricted to any specific demographic or learning abilities. Classical education has successfully assisted ESE and ELL individuals as well as highly skilled individuals to be successful, contributing members of society. Therefore, the student population will be open to all interested families with the expectation they will agree to accept and support the mission, vision and values of the Academy. The academy will enroll all students (restricted by capacity), who apply to grades K-4 in year one of operations, and it will add another grade level every year after that until it reaches K-8 with the anticipation of obtaining an extension of services to 9-12 grade in the second five-year contract.

BCA, as a classical school choice, expects to attract families who may have otherwise chosen homeschooling or private schooling for their children. In this way, BCA will be a net importer of students into the public school system. It will also accept applications of students who are enrolled in other public-school options. BCA will prioritize enrolling students from Manatee County; however, spaces will be available to students from other counties pursuant to Section 1002.31, F.S. In accordance with federal and state antidiscrimination laws and the Florida Education Equity Act, the academy will not discriminate based on any legally protected category in the admission of students. Our academy strives to match the demographic diversity of the community which it serves.

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

A facility has not been selected at this time. A search is underway for land on which to build a new campus or for a facility that would fit our needs with renovation. The search has concentrated in the area of I-75 in Bradenton, Palmetto, Parrish and Ellenton.

- 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.

The following chart provides the enrollment projections in years one through five. BCA will serve

K- 4 in year one, and then add another grade level each year until its fifth year when it reaches 8th grade. As stated in the executive summary, BCA intends to file for renewal and extension of services to add grades 9-12 in the second contract. During the second contract agreement it will meet its goal of serving K-12. The estimated number of scholars per grade level per year is followed by the number of sections in parentheses.

| Grade Level | Number of Students | | | | |
|--------------|--------------------|--------|--------|--------|--------|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| K | 54 (3) | 54 (3) | 54 (3) | 54 (3) | 54 (3) |
| 1 | 54 (3) | 54 (3) | 54 (3) | 54 (3) | 54 (3) |
| 2 | 54 (3) | 54 (3) | 54 (3) | 54 (3) | 54 (3) |
| 3 | 54 (3) | 54 (3) | 54 (3) | 54 (3) | 54 (3) |
| 4 | 66 (3) | 66 (3) | 66 (3) | 66 (3) | 66 (3) |
| 5 | 0 | 66 (3) | 66 (3) | 66 (3) | 66 (3) |
| 6 | 0 | 0 | 66 (3) | 66 (3) | 66 (3) |
| 7 | 0 | 0 | 0 | 66 (3) | 66 (3) |
| 8 | 0 | 0 | 0 | 0 | 66 (3) |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| TOTAL | 282 | 348 | 414 | 480 | 546 |

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

BCA will be publicized throughout Manatee County as a tuition-free, public school of choice. Initial discussion with parents reveals they look for schools that are within 20 miles from either their home or workplace. They are also willing to travel further than their neighborhood school to attend a charter school. The intended location for BCA is most likely near the zip code 34212, and zip codes immediately surrounding it (34222, 34219, 34251, 34211 and 34208). Interest could come from all of Manatee County families however because of the likely geographic area for the final destination, we anticipate residence in 34221, 34205, 34209, 34201, 34202, 34203 and 34243 will most likely apply to attend.

A Market Feasibility Study, conducted by Carvelli & Associates, LLC, June 30, 2024 (see Addendum FF), conveys that the Facility Utilization Rates Of Public And Charter Schools in a two – four mile radius of SR64 and Uihlein Rd as a sample proposed location is listed below.

- B.D. Gullett Elementary School (3.1 mi) - 118%
- Dr. Mona Jain M.S. (3.1 mi.) – 100%
- Gene Witt Elementary School (2.4 mi.) – 76%
- Gilbert McNeal Elementary School (3.7 mi.) – 87%
- Imagine Charter School VPK-8 (4.2 mi.) – 96%
- R. Dan Nolan M.S. (3.7 mi.) – 78%

In addition, census data shows that enrollment in schools in Manatee has increased from 51,234 to 52,895, a 1,661 or greater than 3% increase from 2022-2024. Manatee County is a booming community with over 21,000 new homes going into east Manatee south of the Manatee River alone.

A map showing the current and future developments in east Manatee including Bradenton, Parrish and Ellenton are included in Attachment T along with the 2023-2024 open seat chart, showing most schools are currently at least 90% if not 100%+ capacity, prior to the new developments being completed.

Dr. Wysong, Superintendent for Manatee County School District in a conversation with Fox News on April 8, 2024 is noted to have stated that "We think that growth will continue, and we want to be here to meet that demand," said Wysong. As Manatee County continues to grow, the school district said they're seeing around 1,000 new students enter classrooms every year. The founding board has collected data about local interest in a classical education charter school. Members continue to facilitate in-person and remote information sessions, participate in Manatee County community events and promote the proposed academy's website and social media. At the time of this application, more than 150 Manatee County residents had requested information about BCA (Attachment T) for the 2025-26 school year.⁵ This data further supports the approval of the application.

As Manatee County grows, and the need for additional quality education opportunities will be in demand, the enrollment projections were developed to balance the potential demand for the school, and ability to efficiently implement a new school.

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

Enrollment projections were developed by considering the maximum class sizes set by Florida statutes; community interest in school choice; and both the historical and forecasted population growth for the region.

We expect that the highest level of interest in year one will come from families with children in kindergarten and first grade. Parents of children who are transitioning from preschool are generally attentive to their school choice options. Families for many of these children will be seeking elementary school options for the first time just as BCA would be launching its program.

As discussed later in this application, the Classical Education model of the Trivium builds scholars skills in three phases. The younger grades set the foundational knowledge and grammar, middle grades focus on practical thinking and upper grades focus on the skill of applying the knowledge. Whereas classical education can be daunting on new scholars without the foundational knowledge it is ideal for scholars to begin classical education at younger ages. It is for these reasons that BCA will begin with three sections each of kindergarten through second grade and two sections in grade three.

There are numerous reasons why families would seek out a charter school program such as BCA:

- Parents may be dissatisfied with their current school. Reasons include but are not limited to environment, academic performance, curricular and extracurricular offerings, population size

⁵ Bradenton Classical Academy Founding Board. (2022). Internal Data: BCA Survey Responses.

(overcrowding), safety and location. Classical education has demonstrated a strong track record in Florida schools. Classical schools in seven counties, including Brevard, Miami-Dade, Collier, Martin and Pasco, have achieved either an A or B as their state-awarded school grade.⁶ BCA will strive to duplicate this record of success in Manatee County.

- Families could place a high priority on enrolling all of their children at the same location, which BCA would offer.
- Parents are responding to positive word-of-mouth messaging about charter schools, the educational model and BCA's Hillsdale College affiliation. In fact, parents who are looking for an alternative to homeschooling, which is time intensive, or to private schools, which is resource intensive, could find BCA to be an excellent alternative.
- Increased development and an influx of people into the Manatee area means higher demand for schools. Manatee County is the sixth fastest growing county in Florida. More than 25,000 residents have moved to this county in the past three years according to the county commissioner, and alternatives that prevent overcrowding in the schools are essential for a healthy and productive community.⁷ Manatee County School District has been investing heavily to meet current and forecasted demand. The county has approved charter school applications as part of its strategy to increase school capacity.

Manatee County Superintendent Jason Wysong stated in his responses to the school board job application *"The biggest challenge I see ahead for Manatee County is the structural friction created by population growth. New residents moving into the area and new development requests work in tandem, inevitably resulting in the need for new schools. With the cost of land and construction rising, new campuses have become more expensive, resulting in greater pressure on the district budget....An additional strategy to calm concerns about population growth and school zoning is to ensure that each district-operated school in Manatee County meets high academic standards while also maintaining a unique identity and attractive opportunities for students. When it comes to facilities and programs, we want to avoid creating cookie cutter schools that have a franchise feel."*⁸ BCA will be a school choice option that will assist the district with providing high academic standards in a unique environment.

We expect each of the following to become motivating factors for enrollment growth at BCA; positive word-of-mouth messaging based on a results-oriented educational program, clear branding and the addition of a new grade level annually through year ten. These factors will fuel BCA's ability to meet its enrollment projections and to expand the capacity of schools in Manatee County. Enrollment was also carefully considered to ensure the Academy is able to financially support the operations. Since older scholars will require additional support from leadership and support positions as they transition into the classical environment, the Academy determined it is financially responsible to focus on developing younger scholars.

⁶ Florida Department of Education. (2022). School Report Cards database. Retrieved online May 24, 2022, from <https://edudata.fldoe.org/>

⁷ Carter, C. (February 25, 2022). "Manatee County Community Leaders Ponder Ideas on How to Manage a Growing Population." WUSF Public Media. Retrieved online May 24, 2022, from <https://wusfnews.wusf.usf.edu/economy-business/2022-02-25/how-manatee-county-community-leaders-plan-to-manage-growing-population>

⁸ Wysong, Jason C. (April 10, 2023). "Written Responses." Manatee County School District. Retrieved online May 21, 2023, from https://www.manateeschools.net/cms/lib/FL02202357/Centricity/domain/1116/superintendentsearch/Superintendent_WrittenResponses_Wysong.pdf

Section 3: Educational Program Design

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

BCA will develop lifelong learners through a content-rich Classical Education in liberal arts, sciences, social studies/history, personal character and civic virtue. This educational program prioritizes accountability, integrity, respect and citizenship. Curricular and extracurricular offerings will support our students to excel academically, communicate effectively, act virtuously, develop cultural literacy and grow into productive members of American society. Classical Education offers a time-tested liberal arts pedagogy that directs achievement toward mastery of fundamentals in the core academics, exploration of arts and sciences, and understanding of the foundational tenets of our country's Western heritage.

The Academy will comply with all changes with respect to parental rights in education following all Florida Department of Education Laws and Legislation.

A Short History of Classical Education

Classical education was founded in Greece more than 2,500 years ago and then adopted by the Roman Empire. It faltered after the fall of the Roman Empire, made a steady recovery during the Middle Ages, and then developed more fully during the Italian Renaissance between the 14th and 17th centuries. The classical method was passed onto England and then to the Americas through colonization. It was replaced in the United States in the 19th century by a progressive form of education that was designed to develop the skills and minds of an industrialized workforce. The progressive education movement created the foundation for the modern public school system.

Over the past two decades, classical education has been finding its way back into the public-school arena, most often through charter schools. "Author Christopher Perrin introduces families to this model and provides a working definition:

Classical education, therefore, can mean the educational methods of the Greeks and Romans. However, the word classical or classic cannot be restricted to the classical period, per se. We also use the term to describe things that are authoritative, traditional and enduring. Classic literature, for example, can be any work (not just Greek or Roman literature) of enduring excellence. Therefore, we can use the phrase classical education to refer not just to the educational practices of the Greeks and Romans, but also to authoritative, traditional, enduring and excellent education. I use the phrase with both of these connotations in mind: Classical education is the authoritative, traditional and enduring form of education, begun by the Greeks and Romans, developed through history and now being renewed and recovered in the 21st century.⁹

Modern classical education presents grammar, logic and rhetoric (the trivium) in addition to arithmetic, astronomy, music and geometry (the quadrivium). These comprise the seven liberal arts. "Balancing the relationship between the humanities and sciences provides trenchant insight into the

⁹ Perrin, C.A. (2004). *An Introduction to Classical Education: A Guide for Parents*. Camp Hill, PA: Classical Academic Press. ISBN: 9781600510205, page 6. Retrieved online version May 24, 2022, from chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/http://classicalsubjects.com/resources/ICE.pdf

practicality of a liberal arts education.”¹⁰ The trivium subjects - grammar, logic and rhetoric - are central to classical education; however, they are more than traditional subjects. They are tools by which to learn all other content. See the following chart to better understand how the trivium guides K-12 learning in modern classical education.¹¹

Table 3.1: Grammar, Logic and Rhetoric:

Emphasis of Trivium Arts: Paradigmatic or “Tool” Approach

| GRADES K-6 GRAMMAR STAGE | GRADES 7-9 LOGIC STAGE | GRADES 10-12 RHETORIC STAGE |
|-----------------------------|---------------------------|--------------------------------|
| Grammar: English and Latin | Grammar | Grammar |
| Logic | Logic | Logic |
| Rhetoric | Rhetoric | Rhetoric |

The shaded and enlarged Grammar, Logic and Rhetoric boxes indicate that these subjects are dominant and central (paradigm subjects) during the stages in which they occur.

Grammar involves accumulation of knowledge and facts through repetition; logic focuses on understanding, critical reasoning, debate and discussion; and rhetoric helps scholars acquire and express wisdom, make speeches and deeply question. Scholars study math, science, history, literature, fine arts and languages through the lenses of grammar, logic and rhetoric. Also, educational theorists align these three subjects with the stages of childhood development. The grammar stage of development lasts generally from ages 5 to 11, which children are naturally learning grammar, syntax, structure and vocabulary in language; they are considered “philologists;” they are prepared intellectually for basic facts and fundamentals; preferred methods of learning are singing, chanting and repetition; and they write for clarity, narrative and description. The logic stage of development spans from ages 11 to 14, and these youngsters are learning to reason, debate and form clarity; they are considered “philosophers;” they are prepared intellectually for principles and building relations; preferred methods of learning are argument, discussion and debate; and they write to compare/contrast, praise/blame and provide argumentative exposition. The rhetoric stage of development is considered to last from ages 14 to 18, and these scholars are using language for eloquence, beauty and persuasion; they are considered “poets;” they are prepared intellectually for expressive communication, application and synthesis; preferred methods of learning are discussion, speeches, imitation and practice; and writing is persuasive, legal, polemic, poetic and creative.¹²

10 Cleary, F. (2022). Understanding the Trivium and Quadrivium. Hillsdale College. Retrieved online May 24, 2022, from <https://www.hillsdale.edu/hillsdale-blog/academics/understanding-trivium-quadrivium/>

¹¹ Perrin, C.A. Page 21.

¹² Perrin, C.A. (2004). Page 23.

The quadrivium in modern-day classical education has an expanded definition. In medieval times it represented arithmetic, astronomy, music and geometry. Today, schools cover a much wider range of applied sciences and arts; however, one can see how the tradition remains strong.

The utility of the quadrivium in the current day, then, is to allow us to see the two-stage progression in the classical education structure: mastery of the tools of thinking and applying the tools. The fact that the quadrivium's original topics are somewhat antiquated does not change the fact that the basic premise of trivium and quadrivium still hold, the difference being that the quadrivium's place is now held by a wider and more developed group of applied sciences, studied in high school and college, concordant with our greater modern knowledge base.¹³

Learning the Latin language is considered essential to the Classical Education model, and many programs offer Greek as an elective. Some might consider Latin archaic; however, classical educators view Latin as the foundation for all other learning. Latin and Greek (but mostly Latin) are responsible for 60 percent of all English words; that rises to 90 percent of vocabulary for the sciences and technology.¹⁴ A survey of historical documents and empirical research demonstrates a strong correlation between the study of Latin and high levels of English proficiency.¹⁵ These studies also show that learners commonly experience cognitive growth with the study of additional languages including but not limited to Latin.

Other tenets of classical education include offering direct instruction on character development and virtue; emphasizing time-tested “great books” in the study of literature; and building strong educational partnerships between parents and school.¹⁶ How these tenets play out in a public charter school are discussed thoroughly below.

The fact that the Classical Education model spans back thousands of years may make some conclude that its content or methodologies are outdated and unfit for the Information Age. A deeper look at successful classical education academies offers a new perspective:

Classical educators are hopeful and forward-looking; they seem to think the excellencies of the past are the best preparation for what lies ahead. They all concur that while times change, human nature does not, making books and the voice of our mothers reading to us some of the deepest things we know, and the most profound gifts we can pass on.¹⁷

Implementation in a Charter School

BCA will affiliate with the Hillsdale College Barney Charter School Initiative (BCSI) for implementation of this Manatee County public education program. More than 50 public schools

¹³ Classical Education Today. (July 20, 2017). The Modern School and the Trivium and Quadrivium. Blog retrieved online May 26, 2022, from <https://www.classicaleducationtoday.com/2017/06/20/the-modern-school-and-the-trivium-and-quadrivium/>

¹⁴ Dictionary.com. (October 7, 2015). What Percentage of English Words are Derived from Latin? Retrieved online May 26, 2022, from <https://www.dictionary.com/e/word-origins/#:~:text=About%2080%20percent%20of%20the,rises%20to%20over%2090%20percent.>

¹⁵ Holliday, L.R. (September 2012). The Benefits of Latin? Educational Research Quarterly. Volume 36.1.

¹⁶ Perrin, C.A.

¹⁷ Perrin, C.A (2004). Pages 43-44.

nationwide are serving at least 14,000 students with the support of this program. At the time of this application, BCA was accepted through a competitive application process to receive start up assistance from the Hillsdale College K-12 Education Office. This allows BCA to access the proprietary K-12 Program Guide developed by Hillsdale College and a licensing agreement for turnkey curricular materials. BCA will qualify to receive professional development, consultation services, staff recruitment support and other resources from Hillsdale College. BCA has received approval from Hillsdale College to implement its programmatic and curricular recommendations, as well as to cite them in this charter school application as needed to fully respond to the prompts.

Classical education, as implemented in a Florida charter school, follows all guidelines established by the Florida Statutes. The program emphasizes literacy, numeracy and knowledge for all scholars. It places a high importance on explicit instruction of study skills and character development. It is inclusive of scholars of all ability levels. It encourages parent participation in school and at home. Teachers employ educational strategies that are unique to the classical classroom, and they receive ongoing professional development on how best to identify and meet the needs presented in their classrooms.

Literacy competency is achieved through an immersive language arts experience. While scholars learn from systematic, explicit teaching in literature, grammar, phonics, oral and written composition, and Latin, these literacy skills are reinforced, applied, and fine-tuned across the entire curriculum. More specifically, literature instruction exposes scholars to Latin and Greek roots as early as grade 4. Scholars benefit from separate learning blocks for literature, grammar and phonics. Language arts is the explicit teaching of reading, writing and speaking skills. Literature instruction exposes scholars to children's stories, idioms, poetry, ancient texts, British and American classics and modern literature. Phonics and grammar skills are explicit, multisensory and systematic, and they provide the building blocks necessary for fluent reading, competent spelling and expressive writing. The teaching of Latin and Greek roots assures scholars understand the structural underpinnings of the English language, expands their vocabulary and markedly improves reading comprehension.

Numeracy competency is achieved through implementation of the Singapore Math program in grades K-8. Singapore Math focuses on the mastery of mathematical concepts, which is achieved through intentional sequencing. Just like classical education's approach to English language arts is explicit, systematic and immersive, so too is the approach for mathematics. Singapore Math was developed to help scholars "think mathematically," meaning they rely on the depth of knowledge they have gained in previous lessons to become expert problem solvers. Key features include the concrete-pictorial-abstract progression, number bonds, bar modeling and mental math.¹⁸

With the Singapore method, each math problem is part of a growing framework of knowledge and students are able to put what they are learning into context. And as students progress from year to year, Singapore math also returns to core topics with increasing depth in order to create an intentional pattern of scope and sequence.¹⁹

¹⁸ What is Singapore Math? (2022). Singapore Math Inc. Retrieved online June 8, 2022, from <https://www.singaporemath.com/pages/what-is-singapore-math>

¹⁹ O'Toole, K. (March 26, 2020). "Why Singapore Math?" The Classical Classroom. Blog retrieved online June 8, 2022, from <https://theclassicalclassroom.com/2020/03/26/why-singapore-math/>

Knowledge is a foundational element of classical education, emphasizing a content-rich curriculum in order to grow logical, articulate citizens. BCA will implement the K-12 Program Guide®, which is a specific grade-by-grade curriculum of common learning in language arts, history, geography, mathematics, science and fine arts. It teaches scholars important content and cultural literacy. “As the core of a school’s curriculum, it is intended to provide a coherent, content specific foundation of learning, while allowing flexibility to meet local needs”²⁰. BCA scholars will be able to show mastery of subject areas through storytelling, singing and artwork, since these are natural aptitudes for children. Primary source documents play an important role because materials created by people who witnessed events bring history and culture alive. These include but are not limited to letters, books, photographs, drawings, recordings and artifacts. Young learners make meaningful connections that allow them to engage more fully in American civic society. Faculty members are encouraged to supplement this curriculum with outside resources to bring the full impact of their educational training and experiences to the classical classroom.

Study skills are emphasized in this program, including but not limited to time management, memory techniques, note-taking and outlining. By teaching scholars virtues such as, but limited to perseverance, fortitude, and temperance, scholars develop academic stamina and organizational strategies necessary to succeed in higher learning.

Character development lessons are wrapped into all education experiences by teaching virtues in academics, sports, clubs, discipline, school climate and culture as well as virtue education. Virtues are taught explicitly, discussed in the context of history, literature, and "real-world" experiences, and demonstrated by example. At least one virtue per month during the school year is focused on more deeply. Examples include, but are not limited to, accountability, integrity, prudence, justice, fortitude, temperance, citizenship, faithfulness, charity, hope, diligence and humility. Core Virtues® is a supplemental program, which helps teachers identify literary figures and historical events from the core curriculum that also bring light to character development. It uses a story-based approach to teaching and learning. According to its own description, “Core Virtues is a practical, non-sectarian approach to character education on the kindergarten to sixth grade level. ... The program objective is to ignite the imagination of the young, inspiring them to do and be their best. The program is a catalyst for academic success because it encourages the habits of the mind and heart that are necessary for quality scholarship.”²¹

Differentiated instruction will be achieved through the use of flexible ability-level groupings in the core subject areas of reading, writing and mathematics. All students will receive direct instruction in every subject. Benchmark testing at the start of the school year will assist teachers in creating effective ability-level groupings, and then adjustments will be made on an as-needed basis throughout the year. Teachers and staff will meet frequently to review student progress and adjust groups as needed. Progress monitoring tools are included in the Literacy and Math curriculum. This data will be used to adjust the ability groups as needed. The ability groups will serve as targeted, supplemental instruction in small groups, to remediate, reinforce, and/or extend skills. Ability-level

²⁰ Hirsch, E.D. and Wiggins A.K. (Eds.). (2010). Core Knowledge Sequence: Content and Skill Guidelines for Grades K-8 Charlottesville, VA: Core Knowledge Foundation. Page vi.

²¹ Core Virtues. (2022). Program Overview. Retrieved online July 26, 2022, from <https://www.corevirtues.net/program-overview.html>.

groupings will make it possible for faculty members to achieve the same learning goal through the use of age- and ability-appropriate instructional strategies. Scholars are responsible for mastery of the same skills, concepts and assessments regardless of their grouping. BCA will also implement Multi-Tiered Systems of Support (MTSS) to meet the needs of scholars who are struggling academically or behaviorally. These methods are discussed in greater detail throughout Part I of this document.

The Socratic Method: The Socratic Method is probably the most widely known method of teaching in classical education. Dating back to Greek philosopher, Socrates, the Socratic Method centers around a shared dialogue among teacher and students. It is not a boring PowerPoint driven lecture, and students are not mere passive recipients of information. Instead, the teacher guides class discussion by posing dialectic, thought-provoking questions. The focus is not on “testing” the students for correct answers, but rather leading them toward deep critical thinking. In addition, teachers help students develop important discussion skills, such as careful listening, asking questions or making comments that advance the conversation, and sharing different opinions with respect.

Professional Development

One of the most valuable benefits of BCSI membership is expert-level professional development for our faculty at no additional cost. Member schools receive intensive support in the first year of operation, moderate attention in the second year and ongoing development via an annual conference at Hillsdale College, real-time training about literacy standards and practices, and asynchronous professional development on nearly any instructional topic that school leadership believes would benefit teacher teams. BCA will also participate in professional development offered through the Manatee County School District. More information is provided in Section 13.

Parents as Partners in Education

Those who advocate for a return of classical education in public schools are commonly concerned with erosion of parent involvement in children’s social, emotional and academic development. “T.S. Eliot warned that as parents become passive, the schools would increasingly replace parental roles and responsibilities.”²² BCA will make working for and with its parents a significant priority. We believe that our role as educators is delegated to us by the parents who have chosen to enroll their children at BCA. This does not mean that parents dictate the curriculum or academy’s policies; however, it does mean that our faculty will listen intently to parent feedback and guidance about their own children. The Head of School has the direct responsibility for developing the culture in the Academy and will have the opportunity to assess how best to develop programs that will assist parents in the cultivation of the best home learning environment to facilitate the scholar in the school environment. This culture will need to address family members to help with homework, read books to their children, read notes from teachers, write or call teachers with feedback, be encouraging, model positive relationships with the teachers and be disciplined regarding their children’s attendance. Parents will be invited into the classrooms, to join their children for lunch or to volunteer in extracurricular activities. Guidelines for parental involvement will be included in our Parent-Scholar Handbook, which will be approved by the governing board in time for the start of the

²² Perrin, C.A. (2004). Page 36.

school year in 2026. These guidelines will be reviewed before the start of each school year and will be available in an on-demand multimedia presentation housed on the academy's website.

Special Learning Needs

Scholars with disabilities will have access to accommodations and/or modifications that are applicable to this classroom-learning environment, or per an Education Plan (EP), Individual Education Plan (IEP) or 504 Plan. English Language Learners (ELLs) in the English for Speakers of Other Languages (ELL) program will be provided with equal access to all categorical programs and will receive comprehensible instruction to be able to meet their language and academic needs. More information on how we will serve our ESE and ELL populations can be found in Sections 6 and 7.

A Track Record of Success

Classical education as it has been implemented in public schools offers a track record of success. The Florida Department of Education reports that 12 of the 17 charter schools that were founded based on this model received a letter grade of A or B in 2024. Six schools opened amidst the COVID-19 pandemic, and three of the five schools which received the letter grade of C or lower are among the schools that opened during COVID-19. Of the nine member schools of the Hillsdale Barney Charter School Initiative, in 2024 six graded A or B, and two of the remaining were two years or less operational. The classical charter schools with the longest track records consistently show high levels of achievement: Pineapple Cove Classical Academy in Brevard County (2015), Mason Classical Academy in Collier County (2014), True North Classical Academy in Miami-Dade County (2015) and Classical Preparatory Academy in Pasco County (2014). See a summary of the school accountability report data below.²³

²³ Florida Department of Education. (2024). 2023-24 Florida School Accountability Reports Final School Grades - 2024. Excel file retrieved only November 6, 2014, from <https://www.fldoe.org/accountability/accountability-reporting/school-grades/>

| Table 3.2: FLDOE School Grades for Classical Charter Schools * Current member of the Barney Charter School Initiative | | | | | |
|---|---|--------|------|------|------|
| County | Charter School | 1st Yr | 2024 | 2023 | 2022 |
| Brevard | Pineapple Cove Classical Academy* | 2016 | A | A | B |
| Brevard | Pineapple Cove Classical at West Melbourne* | 2019 | A | A | A |
| Brevard | Pineapple Cove Classical at Lockmar* | 2023 | B | B | |
| Clay | St John's Classical Academy* | 2018 | B | A | A |
| Clay | St John's Classical Academy Orange Park* | 2024 | C | | |
| Collier | Mason Classical Academy | 2015 | A | A | A |
| Collier | Naples Classical Academy* | 2022 | B | B | C |
| Duval | Cornerstone Classical Academy | 2021 | A | A | B |
| Duval | Jacksonville Classical Academy* | 2022 | C | C | C |
| Duval | Jacksonville Classical Academy East* | 2023 | D | F | |
| Leon | Tallahassee Classical Academy | 2022 | C | C | C |
| Martin | Treasure Coast Classical Academy* | 2021 | A | B | A |
| Miami-Dade | True North Classical Academy | 2016 | A | A | A |
| Miami-Dade | True North Classical Academy Gateway | 2023 | A | A | |
| Miami-Dade | True North Classical Academy Pinecrest | 2024 | A | | |
| Pasco | Classical Preparatory School | 2015 | B | A | A |
| St. Lucie | Independence Classical Academy | 2022 | D | C | C |

Economically disadvantaged students make up 61.6% of all students in Manatee County.²⁴ BCA, as a school of choice will implement a proven educational model that will play a valuable role in closing the achievement gap that disproportionately impacts children living in poverty.

Case studies of other classical charter school programs nationwide, including Nashville Classical Charter, South Bronx Classical and Washington Latin Public Charter, support this statement. For example, at Nashville Classical, 2019 academic data demonstrated that its students were nearly twice as likely as those attending other metropolitan Nashville schools to be proficient in English language arts and mathematics. The data was even more pronounced for students of color and for those who were identified as economically disadvantaged. Proficiency rates were 2.5 to 3 times higher for both of these groups in ELA and mathematics.²⁵

²⁴ FLDOE. (2024). 2022-23 Manatee School District Report Card. Retrieved online April 27, 2024, from <https://edudata.fldoe.org/ReportCards/Schools.html?school=0000&district=41>

²⁵ McCoy, B. (July 2021). Classical Education: An Attractive School Choice for Parents. Manhattan Institute. Retrieved online July 25, 2022, from <https://www.manhattan-institute.org/classical-education-attractive-school-choice-parents>

Studies also demonstrate a pattern of fewer behavioral disruptions: “Structure helps students understand why rules are in place, and clear standards help students answer the question, ‘What is the reason for everything?’ Uniform policies, walking through the halls together, singing songs collectively as a school, and other rituals and routines promote a sense of community.”²⁶ When teachers reduce the amount of time they spend on discipline or redirection in their classrooms, instruction time increases and learning gains improve. This is particularly valuable for scholars who may begin the year performing below grade level.

- 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.

BCA’s classrooms will offer a content-rich classical education in liberal arts, sciences, personal character and civic value within a teacher-directed, classroom-based learning environment.

Class Size

The rationale for the class sizes at BCA for core academic courses align with rules set by the Florida Department of Education: The Academy will ensure an average of 18 students in grades K-3; 22 students in grades 4-8.²⁷ In year one, the academy will serve grades K-4 and then add a new grade level each year until it serves grades K-8 in year five. BCA intends to request an extension of services for the second contract to add grades 9-12.

Our administrative team will use its best judgment, knowledge of Florida statutes and recognition of the academy’s finite resources to make decisions about creating new grade-level sections or hiring additional faculty.

Class Structure

Faculty members will use the class structures that have been established and proven effective over thousands of years of classical education and in present-day classrooms. Classroom-based and teacher- directed best describe the learning environment at BCA. The classroom appearance is organized, uncluttered and scholarly; scholars are seated at desks facing forward; visuals are related to the curriculum only and scholars’ work is displayed related to the curriculum. Time spent in the classroom is rigorous and meets or exceeds state and local standards. Phonics-based reading instruction begins in kindergarten. Literacy instruction at all grade levels introduces new skills and then revisits those skills until the young learner achieves mastery. Differentiation strategies are used to reach scholars of every ability. Homework is generally given daily by teachers to reinforce the concepts taught that day or week during class. Homework also can help scholars make connections between the subject areas, such as when they are preparing for grade-level or Academy-wide events, such as a medieval festival.

Discipline is teaching ("to disciple") for virtuous behaviors and is fundamental to an effective class structure. It starts with setting clear expectations and regularly communicating the system of discipline with scholars and family members. Emphasis is placed on the classical virtues that

²⁶ McCoy, B. (July 2021), paragraph 40.

²⁷ Florida Department of Education. (2022). Florida’s Class Size Reduction Amendment History. Retrieved online August 30, 2021, from <https://www.fldoe.org/finance/budget/class-size/>

include prudence, justice, fortitude and temperance. BCA scholars show respect by addressing others as “sir,” “ma’am” and with personal titles such as “Mr.” and “Ms.” They stand up when participating in academic activities like debate, whole-class discussions and mock trials. See Section 8 for more information about Academy culture and discipline.

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

Classical education emphasizes mastery learning; implementation of grammar, logic, rhetoric, applied sciences and the arts; high-quality literature, chronological history and sequential learning; math and science fundamentals; and the worthiness of humans and truth. Educational psychologist Benjamin Bloom formally proposed mastery learning as an instructional strategy in the 1960s: Students should achieve a level of mastery, measured through testing, in prerequisite knowledge before moving to the next level. A students’ failure to learn content shifted from their lack of ability to the type and quality of instruction.²⁸ Key principles of mastery learning include the following:

- Students and families are consistently informed of all learning expectations.
- Academic performance is assessed against common learning standards.
- Student success is defined by the achievement of expected competencies.
- Formative assessments measure learning progress and offer the teacher clues of how best to implement or supplement the core curriculum, in this case the K-12 Program Guide®.
- Summative assessments evaluate achievement, and results of these assessments demonstrate student mastery at a specific point in time.
- Student’s work habits and behaviors are considered important factors, so they are monitored and recorded in addition to academic assessments.²⁹
- When students fail to meet expected standards, they are given opportunities to improve their work and additional ways to master the content, which improves their opportunity to achieve at the next level.
- Personalized learning options and differentiated assessments can help students show progress.
- Students are empowered to make decisions about their learning experience.

BCA will provide a choice for parents who value a highly structured and focused program. BCA will implement defined curricula; teacher-directed instruction; homework as an expectation that reinforces content first learned in the classroom; and ability groupings favored over individualized instruction for differentiation.

The classical education model of the trivium - grammar, logic and rhetoric - corresponds to the stages of knowledge acquisition, understanding and structuring arguments, and expressing critical thought articulately. Content is reintroduced within these contexts throughout a scholar’s K-12 experience. This methodology leads to increased mastery.

²⁸ Anderson, S.A. (November 1, 1994). Synthesis of Research on Mastery Learning. Retrieved online July 26, 2022, from chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://files.eric.ed.gov/fulltext/ED382567.pdf

²⁹ Bouchrika, I. (June 10, 2021). What is Mastery Learning Model? Definition, Principles and Examples. Retrieved online July 26, 2022, from <https://research.com/education/what-is-mastery-learning>

Literacy education creates the foundation for mastery learning: Listening, speaking, reading and writing are how humans interact with their surroundings, process information, develop relationships and construct meaning. The science of reading strongly influences BCA's program: "The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties."³⁰

This vast interdisciplinary body of scientifically sourced research identifies the basics of how the brain functions during the reading process. There are three areas of the brain involved: Phonological processor (for spoken language), orthographic processor (for visual images) and the phonological assembly region. Babies are not born with the neural system to connect vision and speech; instead, the system must be built through instruction.³¹ Literacy advocate Maryanne Wolf says, "We human beings were never born to read; we invented reading and then had to teach it to every new generation." Educational psychologist Linnea Ehri has broken down the process in her Theory of Orthographic Mapping. This "involves the formation of letter-sound connections to bond the spellings, pronunciation, and meanings of specific words in memory. ... During development, the connections improve in quality and world-learning value, from visual, non-alphabetic, to partial alphabetic, to full grapho-phonemic, to consolidated grapho-syllabic and grapho-morphemic."³² In simpler terms, practitioners take a spelling approach to phonics-based literacy instruction.

Samuel Orton and Anna Gillingham developed a "direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way" to teach literacy, now known as the Orton-Gillingham Approach. Their approach was geared to individuals who struggle with reading, writing and spelling, such as those with dyslexia. These principles have been adapted for small-group and whole-class instruction in Literacy Essentials, which uses writing and spelling to teach reading. The goal, according to the publishers, is to wire children's brains to think deeply. Question and answer analysis and graphic organization of content are also important features.³³ More information follows in Section 4 about the curricular resources and research base for BCA's English language arts program.

Classical education aligns with cognitivism, which is a learning theory focused on how information is received, organized, stored and retrieved by the brain. Cognitivism was seen as a response to behaviorism, which saw human learning as a reaction to a stimulus. Many well-known educational researchers contributed to the development of cognitivism, including Bruner, Vygotsky, Bloom, Ausubel and Piaget. Learning is a process of organizing information into conceptualized models. Classical educators rely on organized, sequenced and clearly presented systems to deliver content.

³⁰ The Reading League. (2022). Science of Reading: Defining Guide. Retrieved online July 26, 2022, from <https://www.thereadingleague.org/what-is-the-science-of-reading/#:~:text=The%20science%20of%20reading%20is,studies%20conducted%20in%20multiple%20languages>

³¹ Richland, K. (August 17, 2021). The Science of Reading: What All Teachers Should Know. Retrieved online July 26, 2022, <https://pridereadingprogram.com/the-science-of-reading-what-all-teachers-should-know/>

³² Ehri, Linnea C. (2014). Orthographic Mapping in the Acquisition of Sight Word Reading, Spelling Memory, and Vocabulary Learning. *Scientific Studies of Reading*, 18(1). Pages 5–21.

³³ Literacy Essentials. (2022). What is *Literacy Essentials*? Retrieved online July 26, 2022, from <https://journeytoliteracy.com/#philosophy>

They also place a high value on retention, recall and memory in the learning process.

The Hillsdale College Barney Charter School Initiative (BCSI) offers links to a recommended reading list that reviews research and philosophical theses on classical education - especially as it pertains to implementation in the public-school arena.³⁴ BCSI offers curriculum, best practices and professional development to help K-12 public schools implement a research-based and time-tested program.

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)

See Attachment B

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.

BCA will align its program with Florida Benchmarks for Excellent Student Thinking (BEST) Standards, as well as implement Florida Assessment for Student Thinking (FAST). See Section 5 for specific information on how the Academy will implement state-designated exams or benchmarks in addition to other testing instruments that support attainment of state-adopted standards. BEST Standards, compared to the previous Common Core Standards, place an emphasis on content, logic, rhetoric, phonics, cursive writing and civics. These are all strengths of classical education. A summary of steps taken by the FLDOE to develop BEST Standards follows.³⁵

- Prioritized the basics of reading and writing and promoting civic literacy for ELA instruction
- Removed confusing math
- Added secondary (grades 6-12) foundations for literacy
- Placed reading at the core of the standards development process with an incorporated book list integrated for K-12
- Embedded civics education for K-12
- Increased rigor by introducing rhetoric in grade 6 to give students the opportunity to develop their reasoning, understanding of argumentative language and writing skills
- Increased focus on memorization of math facts and not penalizing students for using mathematical strategies that work best for them
- Reinforced basic arithmetic skills in elementary school grades
- Developed the standards as a complete package
- Maintained or increased rigor while attentive to child/adolescent developmental stages

³⁴ Hillsdale College. (2022). Philosophy and Recommended Reading. See list at <https://www.hillsdale.edu/educational-outreach/barney-charter-school-initiative-2/recommended-reading/>

³⁵ Florida Department of Education. (2022). Office of the Governor Executive Order No. 19-32: Commitment to Eliminating Common core, Ensuring High-Quality Academic Standards and Raising the Bar for Civic Literacy. Retrieved online from chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.fldoe.org/core/fileparse.php/5660/urlt/StandardsRecommendationsPacket.pdf

Effective application of the Classical Education model leads to schools exceeding state standards, which is demonstrated by how well students are prepared for standardized exams. This is further evidenced by the school grades of classical charter schools in the state of Florida. See Figure 3.2: Twelve of the 16 schools have consistently earned A's and B's. Three schools maintained a C grade; however, two opened in 2022 and one in 2024. The fact that nine new classical schools have opened since 2020 brings to light that parents are demanding this school choice and that this model meets or exceeds state standards.

BCA will implement a software program, such as Planbook, through which teachers write their lesson plans and digitally share them with other faculty and administrators. This software imports the most up-to-date state standards, which helps teachers ensure they are addressing everything the FLDOE requires. Planbook is known to support comprehensive lesson development: It defines unique sections for teacher lessons; makes it simple to attach videos, images, links, files, assignments and assessments to lessons; creates status tags to track when each lesson is ready, approved, taught, etc.; offers teachers learning standards, instructional strategies, differentiation techniques and accommodations from a repository that is continually updated; and allows for different appearances that fit the needs of a school or specific class.³⁶ The Head of School, Assistant Head of School Dean/Guidance Counselor and/or the lead teachers will check lesson plans to ensure teachers are addressing all Florida standards. In addition, these same Academy leaders will also observe teachers to be sure the standards are addressed with fidelity. BCA will provide additional services that support the wellbeing of children and their families, including the national Free and Reduced Lunch Program, Exceptional Student Education (ESE) and supports that align with Multi-Tiered Systems of Support (MTSS). These services and supports help provide the target population with the tools they need to attain state- adopted standards, as required by Section 1002.33, F.S.

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.

BCA will develop well-rounded scholars by implementing proven instructional strategies and curricula in math, science, literature, language arts, history, civics, foreign languages, fine arts, character development, study skills and physical education. The resources our team has chosen

³⁶ Planbook. (2022). Teachers. Retrieved online July 27, 2022, from <https://planbook.com/#teacher>

support BCA's mission to develop lifelong learners through a content-rich classical education in liberal arts, sciences, personal character and the American civic virtue.

BCA will collaborate with the Hillsdale College Barney Charter School Initiative (BCSI) to select curricular resources and the most effective instructional strategies. BCSI has a complete set of recommendations in its K-12 Program Guide. The academy will implement the K-12 Program Guide®, which is a grade-by-grade curriculum of common learning in language arts, history, geography, mathematics, science and fine arts. BCA resources will emphasize literacy, numeracy and knowledge building. The academy will comply with all changes passed into law with respect to parental rights.

The K-12 Program Guide ® has provided guidelines to ensure schools align their instruction to state and local standards for more than three decades: "Most curriculum standards provide general goals and objectives but offer teachers little guidance about the specific knowledge students should learn in each grade. In contrast, the K-12 Program Guide approach is to specify, in a clear grade-by- grade sequence, what students need to know."³⁷ All curricula discussed in this section or that will be selected at a future date will align with Florida BEST standards.

Language Arts

Language arts include reading, writing, speaking, and listening. In grades K-2, scholars write, spell, read and participate in phonics education. In grades 3-8, they study grammar and composition.

Literature instruction is notably a separate block of learning in a classical classroom. Grades K-6 study classic children's literature, common idioms and poetry; grades 7-8 read and discuss classic literature and poetry. When it comes to the selection of literature, "We lean heavily, however, to those books which have proven themselves by their beauty, profundity and shaping influence."³⁸

Phonics instruction will be an important part of the ELA plan at BCA. It is explicit, multisensory and systematic. A literature review shows that mastery of phonics offers important benefits for learning to read: It allows for the storage of words in long-term memory and then instantaneous retrieval of these words, also called "sight words." It also helps children develop abundant vocabulary. Multiple studies demonstrate that children are more likely to remember the meanings of words if they know how to spell them. "Therefore, early acquisition of this knowledge is essential for children to begin to read accurately and independently. Early accurate reading facilitates reading volume, which in turn develops reading ability in a positive reciprocal relationship (Sparks, Patton & Murdoch, 2014)."³⁹

Grammar instruction is also explicit and systematic in a classical classroom. Scholars' fluency and their ability to express complex thoughts grow when they are equipped with the rules of the

³⁷ Core Knowledge. (2022). Our Approach. Retrieved online July 27, 2022, from <https://www.coreknowledge.org/our-approach/>

³⁸ Perrin, C.A. (2004). Page 28.

³⁹ Buckingham, J., Wheldall, R., and Wheldall, K. (2019). Systematic and Explicit Phonics Instruction: A Scientific Evidence-based Approach to Teaching the Alphabetic Principle. In R. Cox, S. Feez and L. Beveridge (Eds.), *The Alphabetic Principle and Beyond*. Newtown, NSW: Primary English Teaching Association Australia. Page 52.

English language. Explicit grammar instruction allows scholars to learn the language's intricacies and reveals exceptions (e.g., irregular verbs). It helps scholars become stronger communicators at younger ages compared to if they are left to their own devices using implicit strategies. BCA scholars will learn at developmentally appropriate stages to diagram sentences, identify and recall root words and affixes, use the parts of speech and develop syntax.

The K-12 Program Guide (grades K-8) is supplemented with Access Literacy resources such as Literacy Essentials (grades K-2) The Riggs Institute's The Writing & Spelling Road to Reading & Thinking, Latin and Greek roots instruction (grades 4 and 5) and The Well- Ordered Language (grades 3-8).

Scientific research supports the proposed curriculum (Source: K.K. Stuebing, A.E. Barth, P.T. Cirino, D.J. Francis, and J.M. Fletcher, "A response to recent re-analyses of the National Reading Panel report: Effects of systematic phonics instruction are practically significant," *Journal of Educational Psychology*, 100(1), 2008: 123-134.

Mathematics

Grades K-8 will learn math with the Singapore Math program. Generally speaking, scholars in grade 8 learn Algebra I. Singapore Math offers a track record of aligning with Florida standards. The nation of Singapore is consistently top performing in Trends in International Mathematics and Science Study (TIMSS). In fact, in the 2019 report (the most recent published study), Singapore's fourth- and eighth graders remained in the world's top spot for math achievement.⁴⁰ Educational publishers first introduced Singapore Math in the United States in 2007. Since then, it has become a reliable option in public and private schools alike. Singapore Math helps scholars learn concepts and skills instead of rote memorization of rules and formulas. It covers fewer topics in a year but goes more in depth, especially in the elementary school years. This means learners build a strong foundation before they get into higher level math concepts. Singapore Math textbooks and workbooks are noted for how simple they are to read and follow directions. Graphics are concise. Finally, textbooks are sequential, and they build upon previously learned concepts and skills.⁴¹ Some of the instructional strategies are core components of Singapore math such as the use of visualization, mental math and manipulatives. These features align neatly with the Classical Education model and Florida's new BEST Standards.

Mathematics curriculum and strategies for students who are performing below grade level

For students who may struggle to meet grade-level expectations in mathematics, BCA will augment the Singapore Math curriculum with Math U See. This program meets the recommendations in Practice Guide 26 from What Works Clearinghouse . In particular, Math U See is distinctive for its concrete manipulatives and visual representatives to help children understand the mathematics concepts and has developed a classroom set of manipulatives for public schools.

Science

Grades K-6 examine Life, Physical and Earth Sciences; grade 7 offers an Introduction to Life and Chemical Sciences; grade 8 presents Conceptual Physics. The K-12 Program Guide will offer the

⁴⁰ TIMSS & PIRLS International Study Center. (2021). TIMSS 2019 International Results in Mathematics and Science. Retrieved online July 27, 2022, from <https://timss2019.org/reports/>

⁴¹ Morin, A. (May 21, 2021). What is Singapore Math? VeryWell Family. Retrieved online July 27, 2022, from <https://www.verywellfamily.com/singapore-math-pros-and-cons-620953>

foundation for science education at BCA; however, the academy will supplement it with resources from other publishers. Selection will be guided by input from BCSI, and final choices will be made by the Head of School or designee. BCSI has previously recommended science curriculum including The Science Explorer Series from Prentice Hall, Science Saurus from Houghton Mifflin Harcourt and Delta Science Content Readers from Delta Education.

History and Civics

History and civics are central to classical education. The K-12 Program is unique in educating our scholars. The program is formatted to teach World History and Geography from the Ancient world to the present, including American History in 3 year increments. Each three year increment goes deeper and more specific into the history of the time period through the 12th grade, giving scholars a deep understanding of our world and our country. See attachment C for access to the curriculum guide.

A special emphasis is placed on the use of primary sources when teaching history in a classical education classroom. This tool is especially used by teachers in upper grade levels. Primary sources include artifacts, documents, recordings and other sources of information created during the period of study. For example, American history teachers introduce scholars to historical works that contributed to the formation of American society and culture including but not limited to George Washington's "Farewell Address" and Martin Luther King Jr.'s "Letter from Birmingham Jail." Primary sources bring history alive, which adds to learner engagement, and they equip scholars with essential analytical skills that will serve them well beyond secondary school.

Hillsdale has developed The Hillsdale 1776 Curriculum which is a comprehensive curriculum for social studies and civics. Scholars using this curriculum learn about American history from the colonies reaching deeper depths over time and weaves in how our American government was established and has worked over time. The curriculum utilizes resources that are actual evidence of the past, mostly documentary, the sole way of knowing past events. It remains as close to that evidence as possible. As the scholar matures, he or she increases their contact with this evidence. The resources include "Hillsdale College-vetted books, online courses, and other resource recommendations; lists of content topics, stories to tell, and questions to ask of students; "Keys to the Lesson" that clarify important points for teachers to keep in mind; student-ready primary sources; and sample assignments, activities, and assessments. The curriculum is the product of Hillsdale College professors and some of the very best K-12 teachers, both past and present, derived from and created for real classrooms with real students taught by real teachers".⁴²

Civics concepts are extended and reinforced in our teaching of virtues and school culture. We will teach children to practice being responsible members of the school community. For example, each classroom will elect a scholar Ambassador who will answer the classroom door (when the teacher signals it is okay to do so) and greet visitors, briefly explaining what the class is currently learning. Similarly, grade-level teachers will elect "Senators" to represent them. The panel of Senators will serve as a liaison to the Academy leadership team.

⁴² Hillsdale College. (2023). The Hillsdale 1776 Curriculum. Retrieved online October 22, 2023, from <https://k12.hillsdale.edu/Curriculum/The-Hillsdale-1776-Curriculum/>

Instructional Strategies

An emphasis will be placed on engaging teacher-led, content-rich instruction in all subjects. This is consistent with the traditions of classical education, the K-12 Program Guide® and other curricular choices that will be made at BCA. While instruction is teacher led, scholars are not passive recipients of information but rather actively engaged learners. Specific instructional strategies include Socratic Seminar and mimetic teaching.

The core conviction of a classical educator is that teaching is an art, which must be carefully honed through study, practice, and reflection. Teachers adopt a growth-oriented mindset that they continually strive to improve, carefully considering student learning outcomes. From that assessment, they go on to set ambitious yet realistic targets for improvement. Similarly, students will gradually develop their ability to “self-teach,” becoming independent learners who study, practice, and reflect in pursuit of what is good, true, and beautiful. While an emphasis is placed on teacher-led, content-rich instruction in all subjects, students are not passive recipients of information. BCA scholars will have the opportunity to engage deeply with concepts, developing their hearts and minds to know, reason, and communicate about the good, the beautiful, and the true. Instruction is language focused, meaning that information is delivered through the written and spoken word, rather than moving images such as those seen on television or videos. When viewing moving images, the mind is passive, whereas when scholars read or listen, their minds are hard at work processing language.

Recognizing that there is a distinct difference between what teachers “cover” and what students learn, BCA faculty will frequently check their scholars’ understanding before it’s time for a summative assessment. Typical strategies to check for understanding include asking good questions and having students show what they know through narration. Furthermore, “covering” a topic means more than just mastering facts, but also thinking deeply about the information and drawing connections within and across the curriculum.

Finally, classical educators cultivate inspiring classroom environments of excellence and virtues. Scholars are encouraged to “wonder,” take personal responsibility for their learning, persevere, and develop effective habits for learning. A high-achieving teacher will not be measured by test results only, but also by the character development of scholars.

To achieve these tenets, classical educators use a variety of instructional strategies suitable for scholars with diverse learning needs. These strategies may include Socratic seminar, narration, posing questions that advance learning, writing assignments, modeling, scaffolding, and recitation. Teachers employ strategies for high student engagement, such as those presented in Doug Lemov’s *Teach Like a Champion*. In addition, the BCSI curated curriculum, such as the K-12 Program Guide, Literacy Essentials and Singapore Math, support teachers with pedagogical suggestions appropriate for that specific content. Academy leadership will also support teachers through regular observations, instructive feedback, and professional development.

Differentiated Instruction

BCA will offer differentiated instruction in language arts and mathematics for all scholars, and there is a possibility of doing so in other areas on an as-needed basis.

Language arts resources and methods favored in classical education, as discussed above, allow faculty members to meet early learning literacy concerns often before problems fully develop.

Ability-level groupings allow teachers to target specific skills in need of remediation, monitor progress, and make data-driven decisions regarding next steps so that the scholars are successful in the general education program. Similarly, they provide extension of specific skills or content for scholars who have mastered grade-level concepts and skills.

A common math period is scheduled for all K-6 scholars, which allows for scholars to be grouped at similar ability levels, they could be grouped into small cohorts if it is deemed academically appropriate. Scholar progress in these groups is monitored frequently and that data drives future decisions regarding grouping and skills targeted for instruction. For scholars in grades 7-8, scheduling adjustments can be made. Scholars' math levels are assessed at the beginning of the Academy year. This assessment provides teachers with a baseline of scholar learning. The practice complements the Singapore Math program, and it helps ensure that scholars receive the foundational learning in numeracy that is necessary to succeed as they reach the higher levels of mathematics.

BCA will differentiate instruction on a case-by-case basis in other core subject areas. The K-12 Program Guide® allows for significant latitude with regard to choosing topics and works of literature. Scholars who are capable of working above grade level could be offered options to read additional works of literature, read adapted works in an original or longer form or study history and science content in a more comprehensive form. Scholars who test below their grade cohort can receive additional aids such as reading comprehension support, vocabulary supplementation, or small-group instruction targeting any identified area of weakness. For students who may fall below grade-level expectations, additional resources from UFLI will be used to augment the general education ELA instruction via differentiated instruction and the MTSS processes. In addition, supplemental intervention for students struggling to remember sound-symbol correspondences may include Secret Stories®.

In all situations where differentiated instruction is offered to scholars performing below grade level, the intent at BCA will be to bring academic performance up to grade-level standards. It is also the intent at BCA to empower all faculty members to become highly effective in their craft to maximize the benefits of the curriculum.

Multi-Tiered System of Support

BCA will implement the Multi-Tiered System of Support (MTSS), which involves various levels of interventions to help all scholars academically succeed, including those who are performing below grade level. The three tiers of interventions become increasingly more focused, intense and individualized.

Tier 1 focuses on implementation of a strong core educational program. The K-12 Program Guide®, Singapore Math and the Literacy Essentials program ensure a solid skills-based foundation from the earliest grade levels. Adjustments in this tier are made through whole-class and small-group differentiation of instruction.

Tier 2 interventions help scholars who need additional academic or behavior support beyond differentiation in the classroom. Tier 2 interventions are typically completed in small-group settings, approximately five to eight scholars, two to three times per week. For example, a scholar may benefit from additional time outside of core instruction to improve reading fluency.

Tier 3 serves scholars who require intensive, focused, small-group or individualized interventions. Additional consultations may be needed by professionals, such as ESE teachers, ELL teachers, speech/occupational/physical therapists, math and reading specialists, psychologists and counselors. Tier 3 interventions include targeted content and services and specialized instruction. The RTI Action Network provides research and support for the use of MTSS. This organization documents the differences between the tiers of support: “Compared to Tier 2, Tier 3 is more explicit, focuses on remediation of skills, is provided for a longer duration of time (both in overall length of intervention and regularly scheduled minutes of instructional time), and occurs in smaller groups (i.e., groups of 1– 3 students; Haager et al., 2007; Harn, Kame’enui, & Simmons, 2007; Vaughn, Linan-Thompson, & Hickman, 2003).”⁴³

If a scholar exhibits academic or behavioral difficulties, members of the education team consisting of parents or guardians, the scholar, teachers, administrators, counselors and pertinent service providers will meet to discuss concerns. Teacher and/or instructional support faculty will bring data to this meeting, in order to drive the problem-solving and decision-making process. This data may include state progress monitoring, curricular-based progress monitoring, assignment grades, observation data, and teacher checklists. Based on the outcome of the meeting, classroom teachers and/or instructional support faculty will then implement the strategies decided upon by the team. Instructional faculty will collect data regarding the scholar's response to the intervention as well as continue to monitor the scholar's progress in the general education curriculum. Assessment tools may include state and curricular-based progress monitoring, intervention data, assignment grades, observation data, and teacher checklists. Data is collected over time to determine how well interventions are working. The data is charted/graphed to provide meaningful visuals of the scholar's progress. The information is used to make critical decisions about changing the type or the intensity of interventions or discontinuing interventions for scholars now meeting grade-level expectations.

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.

K-12 Program Guide® is a specific grade-by-grade curriculum of common learning in language arts, history, geography, mathematics, science and fine arts. This curriculum will be used for grades K-8 at BCA and expanded upon with the K-12 Program Guide developed by BCSI. Required supplemental resources for English language arts will include Literacy Essentials (grades K-2), The Riggs Institute's The Writing & Spelling Road to Reading & Thinking and The Well-Ordered Language (grades 3-8). For mathematics, scholars in grades K-8 will learn via the Singapore Math program. See the previous answer that includes our rationale for the selection of these curricula and how these programs demonstrate a track record of aligning with Florida state standards. The K-8

⁴³ Harlacher, J., Sanford, A., and Walker, N.N. (n.d.). Distinguishing between tier 2 and tier 3 instruction in order to support implantation of RTI. RTI Action Network. Retrieved online July 27, 2022, from <http://www.rtinetwork.org/essential/tieredinstruction/tier3/distinguishing-between-tier-2-and-tier-3-instruction-in-order-to-support-implementation-of-rti>

scope and sequence provided with this application as Attachment C, per subject area, is from the K-12 Program Guide®. Also provided in this attachment is information on how authorizers can view the Hillsdale College K-12 Program Guide.

- 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.

Selection will be guided with input from BCSI. This guidance is one of the most important benefits of partnering with Hillsdale College. BCSI continually searches the marketplace for the best platforms and materials for classical education. Final responsibility for curriculum choices rests with the Head of School at BCA.

- 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 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.**

BCA will implement a reading program that is grounded in the traditions of classical education, the most current literacy research and Section 1002.33(6)(a)(4) and (7)(a)(2), Florida Standards. Our program will be developed to help scholars excel whether they perform below, at or above grade level. BCA will employ the following elements to ensure reading achievement and growth for each and every scholar:

- A whole-school approach: All Academy members pledge to actively engage in effective reading instruction.
- Teacher-directed instruction: The guiding principle for most K-12 instruction is teacher directed Instruction with high student engagement practices.
- Socratic Seminar: Teacher-led discussions model inquiry and analysis for scholars as a way to prepare and engage them in the open-ended Socratic dialogues that can enhance literacy practices in high school.
- Professional development: Faculty members will be equipped prior to opening of the academy and once it is operational with continuing education in instructional strategies, differentiation in reading, selected curriculum including literary choices and time-tested literacy practices inherent in this educational model.
- Scholar assessment: Teachers will use formal and informal assessments to monitor scholar progress and diagnose and prescribe interventions for struggling readers.
- System-wide evaluation: Administrators ensure that faculty members have the resources they need to be highly effective; they perform teacher observations and critiques; and they periodically review and analyze results of classroom data to assess the overall effectiveness

of the educational program.

BCA will use Renaissance Learning's Star assessments to evaluate reading readiness and progress in grades K-2. It will use the state-approved benchmark exams, Florida Assessment of Student Thinking (FAST), for grades 3-10. These assessments are administered three times per year within specific time periods established annually by the Florida Department of Education.

Reading for Scholars at Grade Level or Higher

Teaching scholars to read and imparting enthusiasm for reading will be BCA's primary focus during the early elementary years. As scholars transition from learning to read to reading to learn, the curriculum will shift. In grade 3 and higher, scholars are introduced to great works of literature. The development of reading skills is supported fully by the sequence of the curriculum: In grades K-2, scholars write, spell, and read from a systematic, explicit, multi-sensory phonics-based approach. In grades 3-8, they are exposed to grammar and composition at varying levels of difficulty. In grade 9, they experience reading for the purpose of logic and rhetoric; in grades 10-11, they participate in ELA electives; and grade 12 culminates with researching, writing, and presenting a senior thesis. Reading achievement is essential to each level of learning. The reading program is based on resources such as the K-12 Program Guide, Literacy Essentials (grades K-2) and The Well-Ordered Language (grades 3-8). It encourages teachers to incorporate into their ELA instruction age- and reading-level appropriate literature and relevant primary sources that demonstrate historical perspectives and scientific discovery.

Once scholars demonstrate reading basics, comprehension exercises will be gradually replaced by more complex levels and uses of literature. Literature in grades 3-5 will expose learners to cultural literacy and understanding, thereby allowing them to understand the literary traditions that they have inherited from characters like Robin Hood and writers like Robert Louis Stevenson. Literature in the upper grade levels has a similar purpose with the additional benefit of scholars reading the works in their original form. This develops a personal understanding of language. Texts increase in difficulty and depth. Scholars expand vocabulary, become experts at grammatical analysis and participate in varying levels of classroom discussions. They are presented with stories that are gripping and meaningful and that have captivated multiple generations.

Reading for Scholars Below Grade Level

Our faculty will ensure that time is allotted for focused, explicit instruction when scholars require intensive reading instruction. Instruction is targeted at specific areas of need identified through formal and informal assessment results. All scholars who score below a specific level on Star or Fast assessments will receive additional time and resources. Scholars performing below grade level in reading should be making at least one year of learning gains during one academic year.

A system of continuous improvement and response to intervention are used. These allow faculty to: Identify specific needs; provide explicit instruction followed by guided and independent practice with clear, corrective feedback; assess to determine mastery; and reteach content or foundational skills as necessary. Faculty will select from a wide range of reading strategies in their instruction. These include but are not limited to think-aloud, explicit modeling, clearly stated lesson goals and objectives, organizers, guided reading, choral reading, cloze reading, silent reading with a clear task, echo/alternative reading with a partner, questions and discussions, vocabulary development and book sharing. The schedules for these learners may also include small-group or individualized

instruction.

English language arts teachers at BCA will be required to have at the time of hiring or to accomplish within a reasonable time period the Reading Endorsement or Certification in Reading (K-12). Faculty members must show evidence of success. Classroom infrastructure, such as class size and curricular materials, must be adequate to implement differentiated reading instruction.

A reading intervention course for the BCA learner who requires it will include the following elements: Whole-group, explicit instruction; small-group differentiated instruction; independent reading instruction; utilization of classroom library materials; integration of state benchmarks; a focus on informational text at a ratio matching the Star or FAST progress monitoring instruments; and opportunities to accelerate achievement. Reading curriculum such as “Words Their Way” from Savvas Learning Company LLC, or “Reading A-Z” from LAZEL, Inc., a Cambium Learning Group Company would be used if additional resources are needed to assist the scholar.

- 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.

This is not applicable at BCA

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

The curriculum used at BCA will be based on the K-12 Program Guide. This resource was developed by Hillsdale College with the goal of providing “the topics to be taught, a recommended order in which to teach them, a list of vetted and reviewed books, primary sources, and other resources for teachers and scholars alike. The K-12 Program Guide is a careful compilation of what makes the best K-12 education for American citizens.”⁴⁴

Foundational materials are based in part on research completed at the Ridgeview Classical School in Fort Collins, Colorado, which is a nationally recognized charter school leader that was founded in 2001. Dr. Terrence Moore, then founding school principal, helped to develop this school’s curriculum, then brought what he learned to launch additional classical academies and the Barney Charter School Initiative (BCSI). BCSI has since collaborated with schools in Florida, Texas, Colorado, New Mexico, Arkansas, Michigan, Indiana, Georgia, Ohio, Idaho and Nevada. Table 3.2 provides a full list of classical charter schools in Florida, including those that are BCSI Member Schools, and their overall successful track record. Feedback to BCSI from scholars, parents, teachers and standardized test results continues to inform curriculum development and improvement.

⁴⁴ Hillsdale College, (April 2022). *K-12 Program Guide. Version 3*. Propriety resource available to BCSI member schools. Page vii.

BCSI will provide initial and ongoing professional development for its curriculum, including regular updates and resource recommendations, at no charge to BCA. This means a smaller, newer entity like BCA has access to training that is normally only available to larger and more established charter school organizations. Collaboration between BCA and BCSI will focus on curriculum and consultation. BCSI is primarily focused on helping classical charter schools develop and use high quality curriculum and effective instructional strategies. It will have no direct financial interest in BCA or any other affiliated school. Even though the K-12 Program Guide devised by BCSI is not intended specifically as a standards-based curriculum, scholars enrolled in BCSI-affiliated programs have consistently performed well on Florida assessments. BCA and other BCSI-affiliated schools in Florida have evaluated the curricular resources, goals and outcomes to ensure they will align with Florida's new BEST Standards.

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

Additional curricular materials will be selected by the Head of School or designee prior to opening for the following subject areas: Latin and Greek basics in grades 4-5, Latin instruction during the secondary grades; additional foreign language options; fine arts that could include music history, art appreciation, studio art and music theory; and physical education for grades K-8. More electives will become available to scholars during high school. Finally, character development is co-curricular and spans K-12 in a classical education program. These lessons are wrapped into the entire academic experience, drawing on language arts and history instruction. Virtues are taught explicitly and demonstrated by example. At least one virtue per month during the Academy year is focused on more deeply. Examples include but are not limited to accountability, integrity, prudence, justice, fortitude, temperance, citizenship, faithfulness, charity, hope, diligence and humility. Core Virtues® is a supplemental program that will be implemented at BCA to help faculty members identify literary figures and historical events from the core curriculum that also bring light to character development. Pursuant to F.S.S. 1003.42, students in grades 6 through 12 are to be educated in "the social, emotional, and physical effects of social media. This component must include, but need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the Internet."

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

Classical education has shown a track record of improved academic performance for all students, including those who are considered academically at risk. Curricular materials, instructional strategies, interventions and accommodations are addressed in this and other sections throughout Part I. BCA will focus on the following strategies to ensure at-risk learners' needs are being met:

- Systematic approach that focuses on continual improvement
- Administering benchmark exams that measure progress in preset intervals throughout the year
- MTSS
- Collaboration between the academy and community services
- Develop a positive feedback loop between the academy and parents or guardians

- Make safe learning environments a priority
- Early development of literacy and numeracy skills, which are central to this model
- Tutoring and after-school and out-of-school growth opportunities
- Professional development for staff members specific to serving at-risk populations
- Appropriate and specific uses for educational technology

BCA will not begin serving high school scholars until its sixth year of operations after applying for expansion of services. It is our expectation that we will be able to reduce the number of scholars who become at risk of dropping out because of the strong academic foundation they will have developed during their elementary and/or middle school years. Also, fostering healthy family-school relationships in the primary school years will encourage a high level of parent involvement and scholar success in secondary school and beyond graduation.

The academy will implement the Multi-Tiered System of Support (MTSS) MTSS focuses on meeting academic needs and positive behavioral outcomes. It contributes to higher literacy levels. Scholars who begin the year below grade level or who have consistently struggled academically benefit from a full system of support. MTSS is a framework that improves rates of academic success and engagement across a population with diverse learning needs. A full description of the increasing levels of support can be found earlier in this section.

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.

Baseline for Student Achievement

Baseline data identifies the strengths and needs of our scholarly population. Identifying these data points will help our educational team set a starting point and then accurately monitor academic progress over time. Enrollment is expected to consist of scholars in grades K-4 in the first year of operations (with an additional grade level added each year that follows until the academy serves grades K-8). We expect that our newly enrolled scholars will demonstrate the full range of academic performance levels. Here is a glimpse of the approach we use to estimate the incoming baseline for student achievement.

Macro Approach: We anticipate the incoming baseline of academic achievement for our scholars will mirror levels in Manatee County schools surrounding BCA's expected location. Therefore, we estimate 12.8%⁴⁵ of scholars who enroll at BCA will require additional support and resources as

⁴⁵ FLDOE. (2024). 2022-23 Manatee School District Report Card. Retrieved online April 27, 2024, from <https://edudata.fl DOE.org/ReportCards/Schools.html?school=0000&district=41>

ELL learners. The 2022-2023 FAST testing for Language Arts shows Manatee County had 47.9 percent of students who scored a 3 or higher and 57.4 percent of students scored a 3 or higher in mathematics.⁴⁶ While the schools in the immediate area of BCA's search have higher scores, this is also one of the highest areas of population growth which will put stress on the schools to support the increasing numbers of students.

"Economically disadvantaged" students who have attended the public schools in the immediate catchment area make up 15 to 40 percent of the total student population with an average of 31 percent. This is lower than Manatee County which reports 61.6 percent of the student population to be considered "economically disadvantaged". But again, the population explosion is placing stress on the schools in these areas.

Historical baseline data for student achievement helps us make early determinations about how and where to invest in school resources to maximize the outcomes for our prospective body of scholars. A classical education program will be academically rigorous. Its track record, as demonstrated through the results of other Florida-based classical academies, clearly supports that the model's focus on knowledge, language and numeracy offers scholars the building blocks they need to make achievement gains from kindergarten through grade 12. At BCA, we will aim to improve upon academic achievement levels in every category cited. The academy will offer additional supports to scholars considered below grade level. It implements differentiated instruction and Tier 2 and Tier 3 supports (MTSS) along with ESE and ELL services, as needed.

This application uses Manatee County data to estimate the percentage of ESE students (15 percent) and English language learners (12 percent). Surrounding elementary schools show approximately the same percentage of ESE students as all of Manatee County but a considerably lower percentage of ELL students (an average of 3.3 percent). Since we cannot entirely know our scholar demographic data at the time of this application, our team will prepare to meet the average levels of academic need found in the Manatee County School District data for these special populations. Sections 6 and 7 show more fully how we will use baseline data to best meet the needs of ESE and ELL scholars.

Micro Approach: BCA will examine an individual scholar's incoming achievement levels in addition to that learner's growth over time while enrolled in this program. Data compiled from prior school years and via testing at the beginning of the new school year offers a snapshot of student achievement. Previous results for FAST benchmarks, Star benchmarks, gradebook entries, portfolios and teacher comments will assist educators in assessing each scholar's baseline performance. We will implement the appropriate state-designated entry exam for all kindergarteners: At the time of this application, FLDOE states that will be Star. Within a short but designated time period after the start of the new school year, scholars will be assessed for their competency level in numeracy via the Singapore Math program and in literacy via the Literacy Essentials curriculum. This process also assists BCA to provide effective differentiation and appropriate Tier 2 and Tier 3 support (MTSS).

⁴⁶ FLDOE. (2024). 2022-23 Manatee School District Report Card. Retrieved online April 27, 2024, from <https://edudata.fldoe.org/ReportCards/Schools.html?school=0000&district=41>

Academic Goals and Objectives for Improving Student Learning

BCA aims to grow well-rounded, informed, independent learners and thinkers. Empowered with tools for learning, they will be able to discover for themselves what is good, true, and beautiful. They will be able to reason well, solve problems, and communicate effectively, thereby flourishing in life, whatever their post-secondary path may be.

Specifically, BCA will strive for 100% scholars to demonstrate proficiency across all disciplines. However, understanding that each child is unique and that no test measurement is completely perfect, BCA believes it is feasible that by the end of year five:

- 90% of scholars will demonstrate at least one year of year per academic year in reading, writing, mathematics, science, and history;
- 80% of scholars will demonstrate proficiency or better on year-end state assessments and/or BEST Standards-aligned assessment portfolios.

Annually, BCA will aim to “half the gap” between baseline data for that year and the five-year goal. For example, if at the beginning of year one, 60% of our students scored “proficient” or higher on the prior year’s end-of-year state assessments in mathematics, we would have an achievement gap of 20 points. Thus, we would aim to improve by 10 points, or 70% of scholars scoring proficient or better at the end of year one. BCA intends to “half the gap” until reaching its five-year goals in literacy (both reading and writing), numeracy as can be seen in Table 5.1.

Table 5.1: Educational Goals for Improving Scholar Achievement

| Table 5.1: Educational Goals for Improving Scholar Achievement | | | |
|---|--|--|--|
| Performance Area | Annual Improvement | Evaluation Measures | 5-Year Goal |
| Learning gains in reading, writing, mathematics, science, history | Half the gap each year [i.e., (5yr goal – baseline)/2] | <ul style="list-style-type: none">• State assessments• Curriculum-specific end of each unit assessments• BEST Standards aligned assessments, checklists and/or observations. | 90% of scholars will make a year’s worth of progress in one year of time |
| Proficiency in reading, writing, mathematics, science, history | Half the gap each year [i.e., (5yr goal – baseline)/2] | Year-end state assessments and/or B.E.S.T Standards-aligned assessment portfolios. | 80% of scholars score proficient or better on year-end state assessments and/or BEST Standards-aligned assessment portfolios |

BCA will support faculty in implementing Multi-Tiered Systems of Support (MTSS) with fidelity. Scholars who qualify for Tier 2 support services will receive small-group instruction targeting areas of need. Scholars not successful after having received Tier 2 support would be eligible for Tier 3 support by receiving even more intensive, specialized support in reading, math or other areas of need. Small- group and individualized instruction are possible with Tier 2 and 3 supports. ELL scholars receive additional language support as they advance to English fluency. Case studies have shown that explicit instruction of Latin roots, which will be part of the BCA educational program, improves English fluency for many English language learners. This is because it can create a bridge between their first and second languages, depending on whether the first language is classified as a “Romance language.” ESE scholars will benefit from even more specialized needs-based support. BCA will employ or contract with other providers to address MTSS interventions or ESE services for both academic and emotional-behavioral concerns. BCA will integrate social-emotional learning throughout its curriculum by relying on characters and events from history and literature to illustrate examples (and non-examples) of virtue. BCA will follow all guidelines set in the Marjory Stoneman Douglas High School Public Safety Act regarding in-school mental health reporting and care. Emotional-behavioral support can be just as critical as academic coaching when it comes to serving children and providing the ideal learning environment.

Classical education’s teacher-directed approach allows faculty members to use their training and expertise to focus fully on building knowledge, literacy, and numeracy in their scholars. Consistent focus on knowledge, literacy and numeracy builds the strong foundation necessary for academic growth, no matter a scholar’s scores on incoming baseline assessments.

Measurement and Growth

Our faculty and Academy leaders will closely review scholar outcomes on state benchmarks. Data sets from these assessment tools from the previous year will be used to create a baseline for each scholar. Under the direction of the Head of School, a team of teachers and Academy leaders will meet regularly to conduct a detailed analysis of scholar’s scores in reading and math, along with achievement in other content areas. These data chats will help identify individual, grade-level, subject area, and Academy wide areas of strengths and weaknesses. The team will then strive to uncover possible reasons for any weaknesses. Next, the team will make evidence-based instructional adjustments best suited to target areas of weakness. Examples of these adjustments could include small-group targeted instruction for struggling students, professional development in subject areas and/or grade levels, or parent- conferences to increase home support. These adjustments will be implemented for a reasonable amount of time (e.g., 4-8 weeks) and then re-evaluated, continuing the continuous cycle of instructional improvement.

BCA will appoint a testing coordinator. This person may be an administrator or an experienced teacher. This person will ensure that BCA is using the most current testing calendar; will offer access to other teachers for all necessary resources; will complete relevant training; will assist other teachers as necessary when implementing state-level exams; will communicate effectively with parents about testing; will monitor and handle secure materials appropriately; and will ensure that testing is done with fidelity at BCA. The Head of School is ultimately responsible for the academy’s testing practices, data collection and effective communication with faculty and parents or guardians.

BCA will use standardized and teacher-designed measures to assess academic performance and monitor progress. These may include the following instruments:

- FAST benchmarks (administered 3 times per year) - Florida Assessment of Student Thinking for scholars in grades 3-10 and FCLE for those completing government course
- Star Early Literacy (administered 3 times per year) for scholars in grades K-2
- Star Math (administered 3 times per year) for scholars in grades K-2
- BEST EOC - New end-of-course exams for high school scholars
- SSA - Statewide Science Assessment for grades 5 and 8
- W-APT - ELL Placement Test
- WIDA Screener - ELL Placement Test
- WIDA - World-Class Instructional Design and Assessment, ELL Test
- Curriculum-specific assessments such as K-12 Program Guide® and Singapore Math
- Teacher-designed formative and summative assessments and projects

BCA will implement policies to make assessments engaging to its learners and to provide testing windows that respect regular instruction time. Assessments should only be implemented if they provide useful information to the scholar and their parents or guardians, the teacher, the Academy, the county or the State of Florida. Testing should create accountability, match academic activities and goals, and evaluate growth throughout their K-12 experience.

Attainment of Goals through Instruction

Faculty members will continuously monitor whether scholars are meeting established academic standards. Teachers will use curriculum materials as outlined in Section 4, supplemental curriculum including primary source documents, teacher-created homework, projects and exams. BCA teachers will be trained to differentiate instruction within the classical education model to meet a variety of learning styles and needs. Attainment of goals is achieved through developing competency in literacy and numeracy and building a strong foundation of knowledge for every scholar. Learners benefit from a content-rich classical education in liberal arts, sciences, personal character and civic virtue, which serves them well beyond their K-12 educational experience.

Program Adaptability

BCA will hire an expert team of educators to collect, evaluate and communicate scholar data and to implement the educational program as outlined in Section 3. BCA will also use resources and training provided by partner organizations, including the Hillsdale College Barney Charter School Initiative. BCA will be prepared on day one to adjust resources and teaching staff to meet unforeseen educational demands. Changes would be reflected in revisions to the annual budget. If the academic need of our scholarly body has been underestimated at the time of this application, then we would consider adjustments in the baseline testing, evaluation of progress, research-based academic programming and curriculum, faculty numbers and/or professional development opportunities.

- 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.

BCA recognizes that a free society requires an education that not only expands the mind with both knowledge and the tools to learn, but also cultivates virtue in our young people. We endeavor to grow scholars who are wise, prudent, and just, using their knowledge to make good decisions in the

present and plan wisely for the future. We believe this goal is achievable for all students, even those with learning challenges.

Measuring virtue is elusive, but BCA will employ both formative and summative assessments toward this goal. Examples of assessments may include frequency of an individual or grade-level being recognized for unprompted virtuous behavior, frequency of behavior incidents, written or oral explanations of virtue, homework completion, anecdotal records, teacher or parent checklists and observations. These assessments will provide both day-to-day and year-long indicators of achievement.

Placement and Progression

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

Upon a scholar's entry, it is the responsibility of the Head of School or designee to review grade placement based on transcripts and other academic records that can be verified. The academy will consider current assessment data, plus input from parents, the scholar and past teachers. The Academy-based leadership team will meet throughout the year to monitor scholar progress and ensure proper interventions are in place. All kindergarteners will participate in the Star Early Literacy and Star Math assessments. The Head of School will determine placement for scholars entering BCA after a delay or gap in their formal schooling or if they have predominantly learned through homeschooling. Our expectation at BCA will be to meet the academic, social and emotional needs of each new scholar admitted to this classical education program. We will encourage family participation in the learning process and open communication between all parties. Our team will also focus on the most appropriate academic placement and to provide all resources necessary for achievement and growth.

In compliance with Florida law and Manatee County School District policy, no scholar may be assigned to a grade level based solely on age or other factors that constitute social promotion. Criteria for promotion shall include achievement of state standards and performance in all academic areas. The primary authority and responsibility for assessment and reporting of standards achievement is the classroom teacher. The teacher shall report all assessments in a timely manner at the direction of the Head of School. Work habits, attitudes and attendance will be reported separately. Grade promotion is outlined in Attachment E in the "Bradenton Classical Academy Scholar Progression Strategy." This strategy was created using best practices for classical education from the Hillsdale College Barney Charter School Initiative (BCSI) and Naples Classical Academy, with permission given by BCSI. It includes the procedures identified in Section 1008.25, F.S., "Public school student progression; student support; reporting requirements."

Scholars who test below grade level in reading, as defined by Section 1008.25(5)(a), F.S., that are not remedied by the end of third grade, are subject to mandatory retention. Conduct shall not be a determining factor in determining promotion or retention. The Academy-based leadership team will meet throughout the school year to monitor scholar progress and to ensure that proper interventions and supports are in place. Consistent oversight will help BCA reach its goal of promoting every scholar.

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.

See Attachment E

- 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.

BCA will not serve high school students throughout this five-year contract.

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

A productive school-home partnership is achieved through open communication. BCA will share the progression plan within the parent-scholar handbook, which will be updated annually and approved by the governing board. Graduation criteria will be shared in advance of scholars entering high school and throughout their high school experience. Curriculum maps help teachers and families set realistic expectations for scholars and monitor their progress while enrolled in this K-12 classical education program. BCA will use orientation sessions. For example, other schools have successfully implemented “kindergarten camps” in the days leading up to the new year to help the youngest learners adjust. The Head of School will work in partnership with the academy’s faculty to set and implement strategies that create healthy transitions for all scholars.

Family orientation sessions will include a clear description of the progression plan and requirements. Questions and concerns will be addressed most immediately by the Head of School. Parents and guardians will receive a comprehensive view of the Classical Education model as well as their child’s specific educational plan.

A policy will be implemented that establishes a specific time frame to hold parent-teacher conferences to help foster collaboration and a healthy home-school relationship. Data from benchmarks and curriculum-based testing will be shared when it is applicable. Parents and guardians should be made aware of their child’s ability-level grouping, plans for scholar growth and enrichment opportunities. Assessment and performance information will be shared with parents a minimum of four times per year. Progress reports and report cards from BCA will follow Manatee County’s distribution schedule. Access to the FOCUS portal will allow parents to monitor their child’s progress, grades, attendance, the school calendar, homework completion, school updates and notes from teachers in real time. BCA will also make available a free and secure phone app to increase real-time communication between parents and faculty members. If a scholar is at risk of being retained, parents or guardians will receive additional information from the academy. BCA will make every effort to keep parents apprised of their child’s progress, whether it is in a digital or printed format. Frequent communication to home is a requirement to be a member of the BCA faculty.

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.

Effective scholar assessment and data-driven decision making are essential to the success of this charter school. BCA will implement a variety of assessments to measure learning needs and to monitor progress. These assessments align with the Academy's curriculum, performance goals and state standards, and the data will be used to monitor implementation and results. See Attachment F for a proposed assessment schedule.

- FAST benchmarks (administered 3 times per year) - Florida Assessment of Student Thinking for scholars in grades 3-10 and FCLE for those taking government courses
- Star Early Literacy (administered 3 times per year) for scholars in grades K-2
- Star Math (administered 3 times per year) for scholars in grades K-2
- BEST EOC - New end-of-course exams for high school scholars
- SA - Statewide Science Assessment for grades 5 and 8
- W-APT - ELL Placement Test
- WIDA Screener - ELL Placement Test
- WIDA - World-Class Instructional Design and Assessment, ELL Test
- Curriculum-specific assessments such as in the K-12 Program Guide®, Latin roots, phonics and Singapore Math
- Teacher-designed formative and summative assessments and projects

The FAST exams will be administered three times per year, as designated by the FLDOE, for scholars in grades 3-10. Star Early Literacy, Star Math and comparable exams are administered three times per year for scholars in grades K-2. Also distinct to classical education, Singapore Math provides a placement exam to help create effective ability-level groupings for K-8 Mathematics. Assessment results will provide evidence to help target instruction regardless of how far a scholar is below or above grade level. Middle and high school scholars may be enrolled in courses that require a BEST EOC exam. ESE, ELL and 504 Plan scholars will receive testing accommodations as outlined in their IEP, ELL or 504 Plan. Scores on state-mandated benchmarks or exams will not be adjusted; however, consequences of low scores may be waived under specific circumstances for ESE scholars.

- 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?

Appropriate use of data is crucial to enhance scholar success. Data is collected from formative and summative exams, and it is organized for members of the faculty to review and incorporate into instruction. Grade-level and subject-based teacher groupings will be instructed to meet regularly to review data and make recommendations to the Head of School or qualified designee. The Head of School or designee will use the most up-to-date performance data, notes from teachers and input from parents to set accommodations that best meet the individual scholar's needs. MTSS will be essential in case-by-case decision making.

The Head of School is ultimately responsible for managing the data, interpreting it for classroom teachers and to lead or coordinate professional development that improves achievement levels. Teachers and administrators will meet regularly to discuss data and evaluate instructional practices

and resources. These “data chats” will allow BCA to analyze and synthesize results by grade level or by subject area. A “data wall” provides faculty with an effective tool to visually track progress. BCA will use a variety of resources for professional development regarding data collection and use. The Hillsdale College BCSI will be a valuable source for best practices regarding data collection and utilization in a classical education setting.

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

Administrators and teachers will participate in trainings offered by Manatee County School District as relevant to BCA and will participate in Hillsdale College BCSI regarding assessments to provide teachers appropriate and relevant training. If every teacher is not able to attend these sessions, BCA will use a “train-the-trainer” model, whereby those who attend the program are given time to present the material to other members of the faculty. A portion of all professional development days will be devoted to analyzing, interpreting and using current performance data to improve scholar learning.

Every teacher will learn how to use data to set instructional paths for individual scholars, including whether to offer acceleration, intervention and/or remediation. The academy will receive ongoing support from its publishers of curriculum and assessment tools.

- 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.

BCA will do a progress monitoring evaluation, which includes comparing FAST and Star benchmark results from PM 1 to PM 2, plus reviewing intermediary results collected through other testing instruments. If BCA falls short of academic achievement expectations or goals at the Academy-wide level, the Head of School will initiate an internal evaluation of the instruction and support processes in place to identify where curricular, instructional or supplemental interventions are falling short. The Head of School will identify changes or professional development required to make corrections. If a particular classroom is falling short of expectations, the Head of School will conduct an evaluation of the teacher through classroom observations and by reviewing documents to identify the corrective actions that must be taken. If an individual scholar is falling short of expectations, the MTSS process will be implemented.

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

Formal assessment data, such as that collected through FAST, Star, and BEST EOC exams, will be sent home for families to review. It will be made available through the parent portal at specific intervals throughout the year. Daily classroom assessments and other informal assessment data will be shared regularly through this parent portal, called FOCUS. Parents and scholars may choose to view grades, attendance, the Academy calendar, homework completion, Academy updates and notes from teachers in real time. Scholar performance is shared with parents four or more times each year. Progress reports and report cards follow the sponsor’s distribution schedule. Parent-

teacher conferences will be another important opportunity to share achievement and growth. Most scholars will receive complete information on their progress quarterly; however, those who are in danger of failing will also receive printed letters at the end of the first and third quarters. Conferences happen at a minimum of one time per year for all scholars and two times per year for scholars who are in danger of being retained. BCA will make every effort to keep parents apprised of their child's progress, whether it is in a digital or printed format.

The parent/guardian of a K-4 scholar exhibiting a substantial deficiency in reading or showing signs of dyslexia will immediately be notified in writing if the child has been identified as having the deficiency. This notification will include a description and explanation of the nature of the difficulty, the current services provided and the proposed interventions designed to remediate the deficiency. The Academy will then continue to communicate with the parent/guardian about the scholar's progress and suggest any additional interventions and/or supports.

The parent/guardian of a K-4 scholar exhibiting a substantial deficiency in mathematics or the characteristics of dyscalculia will be immediately notified via written notice with the teacher in order to develop a remedial plan pursuant to s. 1008.25(6). This notification will include a description and explanation of the nature of the difficulty, the current services provided and the proposed interventions designed to remediate the deficiency. The Academy will then continue to communicate with the parent/guardian about the scholar's progress and suggest any additional interventions and/or supports.

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

BCA will ensure that safeguards are in place to maintain the confidentiality of scholars' information. To protect the privacy of an individual scholar's information, in keeping with FERPA laws, the academy will only share the personally identifiable information contained in education records with their teachers or Academy officials who have a legitimate educational interest in this information. This remains true unless a specific exception under FERPA applies. If a scholar's data is used Academy-wide for training purposes, the name will be redacted. BCA will maintain a log of each request for access to and disclosure of personally identifiable information of student records. At the beginning of each Academy year, parents are notified, in writing, of their rights under FERPA including their right to access their child's records, request an amendment to those records or authorize the disclosure to third parties. BCA will offer professional development specific to FERPA law to all governing board members and academy personnel.

Section 6: Exceptional Students

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

The projected population of students with disabilities is expected to mirror the rate of Manatee County. We estimate the academy's ESE population to be approximately 15 percent, which is in

line with Florida Department of Education's data.⁴⁷ Our team will reassess this estimate ahead of the BCA's opening date as soon as a specific campus address has been identified. Estimates are based on the most current and localized demographic data. We anticipate our population of students with disabilities to be 41,50,59,68, and 77 in years one through five. BCA will reach its maximum size at 846 students with three sections of each grade level K-12. At that time, the ESE population should level out at approximately 121 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.

BCA will ensure that students with disabilities have an equal opportunity of being selected for enrollment as stated in Section 1002.33 of the Florida Charter School Statute. The academy will not request a student's individualized education plan (IEP), 504 Plan or other information regarding a student's special needs during the application process, nor will BCA access such information prior to the enrollment lottery. BCA will comply with statutes and federal regulations pertaining to the provision of services to students with disabilities. BCA will also advertise that it does not discriminate against students with disabilities who are served in Exceptional Student Education (ESE) programs or Section 504 pursuant to Section 1002.33(10)(f), F.S.

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).

BCA is excited to work with Manatee County Schools to ensure that all students have their special education needs met within the full spectrum of services offered by the district. We acknowledge that the district will remain the LEA for the Academy. As such, we understand that once approved, we will work closely with the district to ensure compliance for all aspects of the special education services provided at the Academy. What follows in this section is our best understanding of the process, however, if we inadvertently misstate any of the processes, terms or processes as required by Manatee County Schools, we acknowledge we will follow all Manatee County Schools requirements. We will work diligently to hire a Special Education Specialists as early as we can so they can participate in all applicable training offered by the County, and work with the staffing specialists assigned by the district to ensure we are in compliance with all such requirements.

BCA students with disabilities will receive a free appropriate public education (FAPE) in the least restrictive environment (LRE) by complying with state and federal guidelines regarding Exceptional Student Education (ESE) Under IDEA, this Academy will ensure FAPE to students with disabilities by implementing the evaluation, eligibility, IEP, and LRE requirements. The educational rights and protections afforded to students with disabilities and their parents under IDEA will not be diminished or compromised. Our Academy will implement policies and procedures that ensure that children with disabilities are included in all statewide and district assessment programs,

⁴⁷ FLDOE. (2022). 2020-21 Manatee School District Report Card. Retrieved online July 27, 2022, from <https://edudata.fldoe.org/ReportCards/Schools.html?school=0000&district=41>

including assessments with appropriate accommodations and alternate assessments where necessary and as indicated in their respective IEPs.

Our Academy will follow the Child Find mandate, which requires all school districts to identify, locate and evaluate children with disabilities regardless of the severity.

BCA will collaborate with the ESE Department of the Manatee County School District for assistance with evaluation, re-evaluation and placement for any student who requires special education services. The IEP team is responsible for ensuring the student has the most appropriate placement to ensure the student receives a FAPE in the LRE.

ESE Service Delivery Model

Our Academy will provide a continuum of services to students. This means the Academy will make available options that individual students may need based on the IEP and progress monitoring data. The ESE delivery model builds from least restrictive to most restrictive: General education with ESE consultation services is least restrictive. The next level of service would be general education with in- class ESE support facilitation services. The next progression is pull-out services with a specialized ESE service provider in a separate room.

The specially designed instruction designated by the IEP will be implemented with the least restrictive environment necessary: Consultation services, specialized instruction, support facilitation services, pull-out services and resource room services, or any combination of these environments. The IEP team will consider how a student's needs can be met in the LRE. Each student's LRE will differ depending on the nature and severity of the individual needs. Decisions regarding placement in any program are made and reviewed at a minimum of once per year by the ESE team on an individualized basis.

Consultation

The Academy will deliver consultation services, such as in the case when a general education teacher instructs the student and an ESE teacher provides consultation to the teacher in accordance with a student's IEP. Faculty members meet on a regular basis to plan, implement and monitor instructional alternatives designed for students with disabilities to ensure access in the general education classroom. This is an out-of-classroom support because there are no direct services to the ESE student. For example, a classroom teacher who has a student with a reading impairment consults with the ESE teacher about the student's abilities, appropriate classroom materials and accommodations, and strategies for supporting the student's literacy needs. This support is written into the IEP, and consultation services are documented by the ESE teacher.

Documentation shows when consultation sessions took place, who received the support, what was discussed, which actions were chosen, when the next consultation is scheduled, and types of discussions that are scheduled. Documentation should match specific needs that are written in the IEP. In summary, consultation services are "adult-to- adult" collaborations about the needs of a student and ways that services should be implemented.

Support Facilitation

The Academy will deliver support facilitation services, also referred to as push-in support services or inclusion teaching. This collaborative model allows the ESE teacher to work with identified students with disabilities as well as with the general education teacher within the classrooms. Two teachers are providing instruction (not co-teaching). The general education teacher is offering course content, while the ESE teacher is providing support in class to an individual or to a small group. Collaborative planning is essential. The ESE teacher's schedule should be flexible to allow support for a partial period or only on a few days of the week. The ESE teacher may have a separate classroom and/or conference option for individual work. This helps the ESE teacher prevent disruptions or talking over the general education teacher. Support facilitation services are written in the IEP, and services are documented by the ESE teacher. If students are pulled from the classroom to work in a different location, the grouping should be heterogeneous, including students with and without disabilities.

Resource Room

The Academy will provide resource room services for individualized programming delivered in small groups or one-on-one. The ESE teacher or ESE service provider will deliver academic support in specific content areas as outlined in the student's IEP. The placement and academic support provided within a resource room setting is determined by the specification of a student's IEP as established by the ESE Team. These decisions are made on an individual basis according to student need. There is flexibility as to the length of time or intensity of support each student receives. Resource rooms are staffed with ESE teachers or ESE service providers. Although students in the resource room can represent a variety of disabilities, they are also included in general education classes at their grade levels. This support is written into the IEP, and resource room services are documented by the ESE teacher or the ESE service provider. The appropriate certification is required along with ESE credentials if the ESE Teacher is the teacher of record for a core content course.

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

BCA looks forward to working with Manatee County Schools to ensure that all Child Find requirements are met, and that we are able to identify all students who may need additional services. As stated earlier, we acknowledge we will follow all requirements of the district with regards to ESE processes.

BCA will establish systems to regularly review and analyze progress data at the Academy, grade, classroom and individual levels. Monthly meetings held by grade level and department allow teachers to quickly identify patterns in student performance. Collaboration and use of real-time data make it possible for teachers to determine if a student should be evaluated for additional services. The most current information, recommendations for evaluation and corrective measures are discussed with scholars and parents, as needed, but at a minimum of eight times per year in progress reports and quarterly report cards. Means to collect or share data include formal assessments, teacher-created assessments, feedback between teachers in their grade levels or departments, academic advising sessions, other interactions between teachers and a student, parent emails and parent conferences. The Academy places a high importance on receiving and using data

regarding the academic and social- emotional well-being of the scholar.

BCA will implement the Multi-Tiered System of Support (MTSS), as described in section 4.

If the Academy team believes that the scholar is not making enough progress, or when the intensity of support leads the Academy team to suspect the scholar could require exceptional student education (ESE) and related services, the Academy team suggests an evaluation to determine if the scholar qualifies for the ESE program. A multidisciplinary referral team (MRT) meeting is held with the Academy team and the sponsor's ESE team to choose the most effective evaluation procedures. Parents or guardians must give written consent for the evaluation to begin. This process is a way to collect information about the scholar's learning needs, strengths and interests. The MRT determines whether the selected process is appropriate for that learner.

Once the evaluation is completed, an MRT meeting is held to determine eligibility. This is referred to as the Eligibility Determination Team (EDT). During the meeting, the evaluation results are shared with the team. The team will use the evaluation reports, medical records, Academy progress reports, test results, progress monitoring information from the RTI process and any information the parent or guardian provides to decide if the student qualifies for ESE services. The team will decide for one of these outcomes:

1. The scholar is eligible for ESE services. The team will develop an IEP outlining what services the Academy is offering to the student.
2. The scholar does not qualify for ESE services, and the problem-solving process must continue. For example, the scholar continues to struggle, and the Academy works with parents or guardians to find new ways to help. Or now the scholar is experiencing greater success, and faculty will monitor progress to ensure success continues.
3. The scholar does not qualify for ESE services but may have another disability which may require accommodations. The accommodations will be identified in a 504 Plan. The Academy will refer the parent or guardian to the Academy's 504 Designee to schedule a 504-referral meeting.
4. There is not enough information to reach a decision and more evaluation is needed.

Students qualify for services only if they meet one of the following eligibility criteria in the Florida State Board of Education Rules for ESE: Autism spectrum disorder (ASD); deaf or hard-of-hearing (DHH); developmentally delayed (DD); dual-sensory impaired (deaf-blind) (DSI); emotional or behavioral disabilities (EBD); homebound or hospitalized (HH); intellectual disabilities (InD); language impaired (LI); orthopedic impairment (OI); other health impairment (OHI); traumatic brain injury (TBI); specific learning disabilities (SLD); speech impaired (SI); visually impaired (VI).

If the MRT determines the scholar meets eligibility criteria for ESE services, with input from the parent or guardian, then the team will develop an IEP outlining these items:

- Present levels of performance
- Frequency, location and duration of services and/or related services and accommodations and/or modifications
- Description of supplementary aids and/or services to be provided
- Measurable annual goals and objectives
- Explanation of the extent, if any, to which the student will not participate with

nondisabled students in the regular class and in extracurricular and nonacademic activities

- Description of how the child's progress toward meeting the annual goals will be measured
- How often periodic progress reports will be issued

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.

For the remaining 20% of time students who receive ESE services and remain in the general education setting, BCA will provide an appropriate combination of consultation, support facilitation and minimal pull-out services. Core content remains the primary focus during the school day; targeted interventions and accommodations are selected that allow the student to access the content and skills that make up the general education curriculum. Universal Design for Learning (UDL) is considered an effective teaching approach that would be used to support ESE students at BCA. UDL involves "developing a flexible learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided options when demonstrating their learning."⁴⁸

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.

All placement decisions and level of services will be made by the IEP team, and they are based on the student's individual needs. Members of the IEP team work closely with the sponsor's support representatives from the sponsor's ESE Department, as well as the student's parents or guardians, to implement strategies (mentioned above) that are in line with the student's IEP or 504 Plan. Resource room instruction is provided and scheduled according to the IEP. If the scholar needs services that cannot be provided on site, the IEP team will work with the Sponsor to find an appropriate placement for the student within the Sponsor's schools.

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.

BCA will collaborate with the sponsor to ensure students with disabilities receive FAPE. The Academy and the Manatee County School District ESE Department will conduct a full, individual evaluation for all referred students who are suspected of having a disability to determine if extra support is needed to ensure FAPE. Evaluation will include a variety of assessment tools to collect functional, developmental and academic information on students suspected of having a disability.

⁴⁸ Center for Teaching Innovation. (2022). Universal Design for Learning. Retrieved online December 1, 2022, from <https://teaching.cornell.edu/teaching-resources/designing-your-course/universal-design-learning>

When determining whether a student has a disability, BCA will ensure parental and student involvement. It is possible that the Least Restrictive Environment for a student who spends less than 40 percent of their time in the general education classroom may be in another program. If the IEP team makes a thorough review of the student's needs and decides that the student cannot have the required resources or services provided at BCA, then the IEP team may determine an appropriate placement at other locations within the Sponsor's school 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).

Progress monitoring is required under IDEA. The Academy will use data-driven decision-making processes to monitor and evaluate its effectiveness in helping students with disabilities reach their academic goals. This includes helping our ESE students to reach their IEP goals. Data will be used to guide strategic educational decisions that align with academic objectives and initiatives. Benchmark data and continuous progress monitoring provide timely information for making sound academic decisions. Students and their families will understand the basis of decisions through progress reports, report cards and other forms of communication. Evidence of data-based decision-making will be apparent to all stakeholders.

Each IEP will include a description of how and when to measure progress toward annual goals. Each IEP at BCA will state how parents are to be informed of the progress their child is making toward annual IEP goals, and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year. A progress report on IEP goals is provided in addition to regular academic report cards. Parents will be informed of their child's progress in all areas.

Program choices will be informed by comparative data generated using universal screening tools; documentation of student performance including IEP meeting notes; student and academic performance data; informal and anecdotal data; and stakeholder responses to surveys. Student data will be used to support development of and changes to student IEPs. Administrators will use this data to inform accountability systems, prioritize outcome-driven goals related to program quality and ensure that decisions regarding students with disabilities are evidence based.

Progress monitoring will be used to assess students' academic performance, to quantify student rates of improvement toward goals, and to determine how students are responding to instruction. Progress monitoring is a vital component of an IEP and essential to evaluating the appropriateness of academic programs. This process will be linked to ongoing instructional planning and occurs during the student's school day as progress is measured over time. The benefit of conducting ongoing progress monitoring is to have continuous data towards relevant goals for students. This is necessary for the development of IEPs as progress monitoring will be used to update goals, services and accommodations. The data will also be used to inform academic placements, provide communication with stakeholders about progress, and assist Academy administrators and teachers in determining program effectiveness. This will ensure that the educational programs developed for students with disabilities are meaningful and beneficial for the attainment of each student's goals.

Progress monitoring will occur at least eight times during the Academy year with more frequent weekly assessments for monitoring students receiving Tier 2 and Tier 3 interventions, differentiated

instruction or tutoring support services. The Academy will collect data from existing resources to monitor the progress of specific student goals. These resources include, but are not limited to, the following: FAST, Star, SSA, BEST EOC, ACCESS for ELL students and FSAA for students who show significant cognitive disabilities. Also, progress is considered via Academy progress reports, academic report cards, RTI progress monitoring data, IEP progress reports and assessments that specifically align with BCA's Classical Education model. These are Singapore Math Placement Test, K-12 Program Guide Assessments, classroom tests, and formative assessments. The Academy will analyze patterns for individual students and groups to determine whether they are making progress, maintaining skills or demonstrating a loss of skill. The Academy will take immediate action to adjust student learning plans when the data supports change. The Academy will select from proven strategies known to increase student engagement in learning; it may increase the frequency of instruction; and/or it may provide additional opportunities to review core areas of academic content.

Progress monitoring is required under IDEA. Each IEP will include a description of how and when to measure progress toward annual goals. Each IEP at BCA will state how parents are to be informed of the progress their child is making toward annual IEP goals, and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year. A progress report on IEP goals is provided in addition to regular academic report cards. Parents will be informed of their child's progress in all goal areas.

The IEP team will meet to formally review IEP goal progress and revise the IEP as appropriate in response to student progress at least once per year. During the annual review, the IEP team uses the data and information collected throughout the year. This data has typically already been reported to parents. The IEP team uses all other relevant information to decide if IEP goals are being met and if the assigned ESE services are effectively meeting that student's needs. If the student is not making sufficient progress upon interim review, the Academy will take immediate action, such as adjusting teaching and support strategies. If other significant changes are needed, such as the type, amount or frequency of services, an ESE team meeting will be held to review and revise the IEP.

Under the authority and oversight of the head of school, the IEP team will collect data about each student's readiness for advancement to a new grade level. The Academy will develop appropriate, measurable primary and secondary Academy goals for students with disabilities. Family members will be provided with the support they need to connect their children to appropriate services inside and outside of the Academy. The ESE teacher will review progression requirements with the student and family members. A school counselor (or a faculty member with counseling duties listed in her/his job description) will support the ESE teacher and will perform a graduation check with each high school student at the beginning of a new school year. Progression and graduation requirements are discussed with ESE students at the time of enrollment.

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

The projected population of students with disabilities is expected to mirror the rate of Manatee County, which is 15 percent. Our team will reassess this estimate ahead of the Academy's opening date as soon as a specific campus address has been identified. Estimates are based on the most current and localized demographic data. We anticipate our ESE FTE staffing in years one through

five to be: 1.4, 1.8, 2.0, 2.4 and 2.6 ESE teachers. The teachers will serve students identified with learning disabilities and emotional/behavioral disorders. The Academy will contract with outside providers for the provision of speech/language services, occupational therapy and physical therapy. Staffing will be adjusted based on the number of students with disabilities who enroll, as well as the level of services required. BCA will ensure that teachers hired to serve ESE students comply with Florida law regarding certification. The Head of School or designee will review credentials and ensure that teachers maintain and renew their teaching licenses.

- J. Describe how the school's overall effectiveness in serving exceptional education students will be evaluated.

BCA will report results of progress of scholars to parents at least quarterly. The progress of the scholars will be a metric by which BCA's success will be evaluated. Baseline and interim assessments and progress monitoring of student work will be constantly reviewed. The Academy will also implement a variety of assessments to measure learning needs and monitor progress. Effective student assessment and data-driven decision-making will be core components of operations. Student achievement and academic growth will be measured with a variety of assessments that align with the Academy's curriculum, performance goals and state standards. The data will be used to monitor implementation and results. Progress on course grades will be monitored. Additionally, exams will include a combination of FAST, Star, SSA, BEST EOC, ACCESS for ELL students and FSAA for students who show significant cognitive disabilities. Exams will be implemented based on grade level, course selections, home survey responses and ability levels, and selection is based on state standards and statutes. Assessments that specifically align with BCA's Classical Education model include the Singapore Math Placement Test, K-12 Program Guide® Assessments, classroom tests, formative assessments and DIBELS assessment. Testing is thoroughly discussed in Section 5.

Assessment results provide teachers and the IEP team with evidence needed to target instruction regardless of how far above or below students are from their grade level. Annually, students are required to take the FAST, Star, SSA and/or BEST EOC assessments. ESE students will receive testing accommodations as outlined in their IEPs. Scores will not be adjusted; however, assessment results may be waived under specific circumstances for ESE students for the purpose of receiving a course grade or to earn a standard high school diploma (regarding high school, not K-8).

Assessment data will frequently be used to determine the level of student achievement in each content area to make data-driven decisions regarding curriculum, instruction, programs, instructional strategies and teaching practices. The Academy will analyze reports to compare assessment results and look for trends, such as across subject areas and grade levels. The Academy will use state and district averages to compare across subgroups and support instructional decision-making. The data will help the Academy determine program development, curriculum design, lesson planning, staffing needs, student placement, interventions, enrichment, grade-level promotion and secondary-level goal planning.

Our Academy will continually use data to determine how well the Academy is meeting program goals and objectives outlined in the student progression plan and in the school improvement plan. The IEP team monitors IEP goals, analyzes IEP progress and revises IEPs for the future, as needed. The IEP team will review all interim progress reports provided to parents since the last annual review meeting. Classroom data, information from the student's parents, teacher observations and anecdotal notes will also be reviewed to determine the effectiveness of ESE services and accommodations, and to

create goals that align to individual student needs.

The Academy will analyze data and use proven instructional strategies that provide opportunities for growth for students with disabilities. It is our goal to help these students develop the necessary skills for successful grade-to-grade progression. Program evaluation will include purposeful, systematic and careful collection of assessment results to establish accountability and identify areas needing change and improvement. The Academy will look to modify or adapt practices, enhance teaching skills and strengthen accountability. Continuous data analysis will help identify which of the learning objectives are not being met to develop lesson plans, interventions and systems of support to re-teach for mastery and improve overall learning outcomes. Our Academy community will engage in data-driven dialogue to assess program effectiveness and provide evidence and useful feedback to all stakeholders about the achievement of students with disabilities compared to their nondisabled peers.

K. Describe how the school will serve gifted and talented students.

BCA will comply with Rule 6A-6.03019, Florida Administrative Code, regarding special instructional programs for students who are gifted. Students may be referred for an evaluation for gifted services by a parent or Academy staff. The Academy's gifted teacher will provide necessary screenings to determine if further evaluation is appropriate. If so, an evaluation will be conducted by an Academy psychologist or appropriate district personnel. A student will be eligible for special gifted instructional programs if the student demonstrates a need for special programming and/or if the student is a member of an under-represented group.

Student demonstrates a need for special programming: This is clear when the student shows more than half of the characteristics for gifted students according to a standard scale or checklist, and shows superior intellectual development as measured by an intelligence quotient of two standard deviations or more above the mean on an individually administered standardized test of intelligence. Student is a member of an under-represented group: The student must also meet criteria specified in the school district plan for increasing the participation of under-represented groups in programs for gifted students.

Specially designed instruction is provided for those students who qualify for gifted services. An Educational Plan (EP) will be developed for each student who is identified as gifted. The EP will be developed by a Academy-based team that will include the parent, a gifted teacher, the student's classroom teacher, a school district representative who is qualified to provide or supervise the provision of specially designed instruction and who understands the resources provided by the school district, an individual who will be able to interpret the instructional implications of the evaluation results, plus additional professionals who may have knowledge or special expertise regarding that students' needs. The EP will describe the student's educational needs based on the strengths of the student. It will identify services that supplement or build upon standards. The EP is meant to ensure the student is progressing academically at an ideal pace, and it is revised at least once every three years.

Services to students who are gifted will include meaningful content and learning opportunities that focus on the use of higher-level thinking and advanced content that will support the individual's academic growth and develop critical thinking skills. These learning opportunities will be of greater depth, breadth, complexity and abstractness than those that are provided to non-gifted same-age peers. The gifted curriculum will include intensive novel study and other project-based learning

activities that challenge and engage the gifted student. Projects and activities are differentiated to address student needs as identified in their educational plans.

Additional services will be provided to students through one of the following models: Resource room or pull-out, advanced content classes and/or cluster groupings. In addition to these services, the evaluation of the instructional materials selected by the Academy will include consideration for supplemental materials that provide enrichment resources for students who are advanced. The Academy will initially employ one teacher with the gifted endorsement to provide services to eligible students. The staffing will be adjusted based on the number of gifted students and services required.

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.

BCA ensures compliance with the provisions of the Multicultural Education, Training and Advocacy, Inc. (META) Consent Decree pursuant to federal and state laws and regulations. Students who have been previously identified as English Language Learners (ELLs) are eligible to enroll in the Academy. The Academy will ensure equal access to educational opportunities for those students who are English Language Learners, as defined by Florida statute and administrative rules including Section 1003.56, Florida Statutes, 6A-6.0902, Florida Administrative Code, 6A-6.09022 Florida Administrative Code, 6A-6.09091 Florida Administrative Code, 6A-6.0903 Florida Administrative Code, 6A-6.0907 Florida Administrative Code, and 6A-1.0503, Florida Administrative Code. The Academy will make every effort to employ staff culturally reflective of the student population. It will provide professional development to faculty and staff related to ELL throughout the academic year. As required by state and federal laws, ELL students will be provided with accommodations including access to a flexible setting, a heritage-language dictionary and extended time for completion of classroom assignments and for completion of state, district and classroom assessments. Appropriate services to ELL students will be provided even if additional faculty must be hired during the academic year. BCA will make every effort to diligently identify ELL students and provide equal educational opportunities.

Identification and ELL Program Placement

Parents or guardians will be asked to complete a Home Language Survey (HLS), which is provided in the language that is spoken at home. This survey will be used to identify potential ELL students at the time of enrollment. The survey includes the following questions:

- Is a language other than English spoken in the home?
- Did the student have a first language other than English?
- Does the student most frequently speak a language other than English?

If the parent indicates "yes" to any of these questions, BCA will follow the Manatee County School District's approved language proficiency diagnostic instruments within 20 days of initial enrollment to ensure scholars are appropriately placed and receive the proper assistance in learning so as to excel in their academic lives. One copy of the letter is placed in the student's file, and another is given to parents/guardians. Students identified as English language learners at BCA will receive

ELL accommodations in compliance with state and federal law.

ELL Program Continuation Letters

The Academy receives a program continuation letter generated by the sponsor's ELL Department for each active (LP) student. The Academy sends the original letter to the parents/guardians and files a copy of the letter in the student's record.

ELL Program Exit Letters

For ELL students who met the criteria for exiting the program, the Academy will receive a program exit letter.

Annual Evaluation Meetings

Annual evaluation meetings must be held for ELL students who have been enrolled in U.S. schools for three years or more, based on their date entered in U.S. schools (DEUSS). These meetings must also be held for ELL students who were placed in the ELL Program by previous ELL Committee action. For annual meetings due in August and September, the Academy has until October 1 to hold such meetings per the sponsor's guidelines.

ACCESS for ELLs 2.0 (Grades 1-12) Individual Student Report (ISR)

This report provides individual student scores for each language domain, and four composites: Oral language, literacy, comprehension and overall score. Reported scores include scale scores, confidence bands and language proficiency levels. Reports are sent to parents/guardians and a copy is placed in the ELL student's red folder.

ELL Committee Roles and Responsibilities

The Academy will create an ELL Committee consisting of an administrator or designee, classroom teacher(s), ELL teacher, parents/guardians and personnel who have information concerning the ELL student. All Academy-based ELL Committee members are ELL-certificated. This committee's primary function is to make educational decisions in the best interest of the student. The ELL Committee will not convene if the administrator or designee is not present. The ES/LL Committee will convene for the following reasons: Eligibility and placement for the ELL Program; grade retention; unsatisfactory progress in language development and/or academic skills; removing a student from the ELL program; unsatisfactory progress during the two-year monitoring process; recommendations for an ELL Exemption for Promotion; parent/guardian or stakeholder request; or extension of services (annual evaluations, more than three years in program); reclassification of a former ELL student; review of Instructional Programs and Services; parental concerns regarding ELL services; referring ELL students for services in other programs.

The steps for conducting an ELL Committee meeting include the following: Invite parent/guardian, collect educational data, examine data, discuss educational implications and options, decide upon an appropriate course of action, make recommendations and forward ELL Committee the outcomes form to the sponsor's ELL Department for students who are being recommended to exit or re-enter the ELL Program. Additional requirements include the following action items:

1. Parents/guardians must be invited in the home language to the extent practical with the date recorded on the ELL form and documentation of the invitation placed in ELL evaluation.

2. A majority of the committee members must agree with the decision.
3. Exit recommendations for Exceptional Student Education (ESE) students must follow required ESE procedures.
4. It is illegal for only one person to make decisions regarding ELL program placement.
5. If interpreters are needed for the meeting, Academy-based personnel may be used, or the Academy will provide an interpreter. Under no circumstances should a student translate.

Programmatic Assessment and Placement

To ensure appropriate grade level placement and scheduling, the ELL Committee reviews the following factors to ensure appropriate grade-level placement and scheduling: Age appropriateness, parent/guardian and student interview documented prior to educational services, ELL Committee recommendations, diagnostic test results and programmatic assessment results. Students with limited or no prior schooling will be assessed and placed based on the student's age regardless of English language proficiency.

- B. Describe specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students, including those below, at, or above grade level.

ELL students who are determined to be at or above grade level will be placed in an instructional program that meets their language and academic needs based on grade level, content area-knowledge, academic skills and English language proficiency. ELL students who are below grade level will receive differentiated instruction and appropriate academic interventions based on FAST English language arts data, classroom grades and ELL assessment results from the MCSD approved diagnostic tools. ELLs who do not respond well to these interventions are referred to the ELL Committee for further discussion or possible referral for academic evaluation.

The Academy will use ELL instructional models outlined by the Florida Department of Education. See practices listed below that help us serve ELLs, whether their achievement levels are average, above average or below average for English language skills and core academics. This list is not exhaustive. The goal is to provide these students with equitable access to the English language learning and core academic subject area instruction.

- Use Inclusion (mainstream) Model for English Language Arts instruction.
- Use Inclusion (mainstream) Model for core subject areas.
- Small-group and individual support for English language learning and for core subject areas, as needed; students could need more of this in the early stages of learning English.
- Focus English instruction on reading, writing, listening and speaking; teach important language skills, like finding the main point and identifying keywords, to help increase comprehension and speed.
- Encourage use of translation software for difficult subject areas.
- Encourage use of context clues as the English language skills improve.
- Encourage students to write and think in their first language on a consistent basis; this practice improves students' skills in their second language and supports healthy social and emotional development.
- Teach culturally specific information that would help ELL students better grasp the language, the classroom environment and content areas.
- Use differentiated learning strategies within a whole-class setting.

- Link new information to prior knowledge.
- Use cooperative learning strategies. Working in small groups is especially beneficial to ELL students who have an authentic reason to use academic vocabulary and discuss key concepts.
- Use technology and blended learning to give ELL students multiple paths to new content.
- Use music and video to reinforce language skills.
- Use visual representations of new vocabulary with graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. Create semantic maps, story maps and graphic organizers to teach students how to organize information.
- Modify vocabulary instruction, as required, based on the language level of the student.
- Make testing and homework accommodations; regularly review the track record and application of these accommodations.
- Communicate regularly with parents/guardians; provide a translator in these meetings to ensure all parties understand goals and current progress.

ELL students will have equal access to appropriate English language instruction in the core subject areas that is understandable at their given level of English proficiency and equal or comparable in amount, scope, sequence and quality to that which is provided to English proficient/non-ELL students. Curriculum will generally be the same as those used by non-ELL students. The schedules of ELL students will be comparable to those of non-ELL students containing the same subject area classes that are equal in scope, sequence and content.

A goal will be for all teachers to be ELL certified or will be on track to obtaining ELL endorsement. At a minimum any teacher working with ELL scholars, will be appropriately certified. Teachers working with ELL students will be required to document the use of ELL accommodations and strategies in daily lesson plans. Teachers will also supplement their instruction by using methods and materials designed to help students acquire language proficiency and academic content.

The Academy will support the needs of ELL students to ensure their success in the general education setting. This will be attained with the appropriate support integrated within the Academy's program. It is important to note that all students, including ELL students, will be assessed on an ongoing basis. Curriculum will include regular assessments to determine mastery of content and skills. If an ELL student does not exhibit mastery, teachers will continue to provide appropriate accommodations and modifications to the curriculum and adjust the use of strategies or pace of delivery within the general education setting. In cases where the foregoing solutions are not working and a greater need is suspected, an ELL Committee meeting will take place to review the student's academic progress and discuss possible referral for assistance through MTSS/RTI.

- C. Provide plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

The Academy will work closely with the sponsor and follow required ELL guidelines. BCA will abide by the requirements of the LULAC et. al. vs. State Board of Education Consent Decree (1990). The Academy will subscribe to the guidelines set forth in the U.S. Department of Education's Office for Civil Rights 1992 publication, The Provision of an Equal Education Opportunity to Limited English Proficient Students. ELL strategies will be implemented daily by

teachers. Active (LY) ELL students receive one-on-one support as needed. They are offered differentiated support to classroom instruction, assignments and tests. They also benefit from accommodations that include a flexible setting, use of a heritage-language dictionary and extended time for completion of assignments and for state, district and classroom assessments. Teachers use data and observations for ongoing progress monitoring. ELL students benefit from individualized direct instruction provided by teachers in a small-group setting to address foundational reading or math gaps to help them meet state testing and promotion requirements.

Statewide Assessment

ELL students participate annually in FAST, Star, SSA and/or BEST EOC assessments, which are determined based on a student's grade level and course of study. ELLs are provided with accommodations as allowed by state and federal law: A flexible setting; heritage-language dictionary; assistance in the student's native language when reading directions (as allowed by testing guidelines); and extended time for completion of state assessments. The testing coordinator or other assigned personnel will attend the sponsor's professional development regarding allowable accommodations and requirements for ELL students during statewide testing. This staff member will disseminate appropriate information to the faculty involved in testing.

Evaluating Progress and Outcomes

The ELL program is designed to enable ELL students to attain English proficiency and parity of participation in the standard instructional program, comparable to their general education peers, within a reasonable period. Progress will be monitored by evaluating student data. Instruments include but are not limited to statewide benchmark exams, end-of-course exams, Annual English Language Proficiency assessments, curriculum-based placement tests, informal observations and teacher- or publisher-created assignments and exams.

BCA strives to eliminate achievement gaps for ELL students by providing cohesive, sustained support: BCA will ensure that students acquire English language skills appropriate to their age and grade level as efficiently as possible. It will orient learners to the cultural patterns of American life so they are comfortable fully participating in classroom, Academy and community activities. BCA will also develop awareness of cultural diversity and encourage pride in culture and heritage. It will enable students to reach grade-level benchmarks in their academic subjects by providing them with supplemental materials, instruction and resource assistance. It will ensure that appropriate testing accommodations are provided to each ELL. BCA will gather, analyze and use student data to change or modify ELL services, as appropriate. It will also use individual student achievement data to inform decisions about appropriate instruction and interventions. BCA will effectively coordinate instructional approaches that collaborate with general education. It will provide training so teachers use culturally sensitive instructional methods and strategies. It will assist parents of ELL students to take an active role in the education of their children. Finally, BCA will exit students gradually from the ELL program and provide follow-up services as they become fully mainstreamed.

ELL Program Exit

Pursuant to Rule 6A-6.0904, Florida Administrative Code, students may exit the ELL Program based on proficiency indicators on statewide assessments. To self-exit the program, the ELL student must achieve passing scores on these assessments: WIDA ACCESS 2.0 Reading by scoring 4 or higher; WIDA ACCESS 2.0 Composite by scoring 4 or higher; and FAST ELA by scoring 3 or higher. Procedures will be in place to ensure that students exit from the ELL program only after

they have met this criterion. The Academy will continue to monitor the academic progress of students who have exited the ELL program for a minimum of two years following exit. The Academy will ensure that the exited student's progress is reviewed at the first report card after exiting, at the second report card after exiting, at the fourth report card after exiting and again at the two-year anniversary of this exit date. This process ensures that an English language learner has not prematurely exited the program. Our goal is to enable meaningful participation in the Academy's standard educational programs comparable to peers. If an exited ELL is not progressing academically, and if monitoring suggests a persistent language need, the Academy will have the student re-tested using a valid and reliable English language proficiency assessment. In no case will retesting of an exited student's English language proficiency be prohibited. If the student is recommended for reentry, BCA will document the reasons why and will hold an ELL Committee meeting. BCA will follow Manatee County Public Schools' matrix for exiting students.

ELL students who meet the appropriate criteria are automatically exited from the program. Parents/guardians will receive a letter from the Academy and will file a copy in the student's red folder. An ELL Committee meeting may be convened at any time during the academic year at the request of Academy personnel or parents/guardians to review student progress for the purpose of recommending program continuance or exit. For an ELL student to exit the program by way of committee meeting, two criteria from the following list must be demonstrated:

1. The extent and nature of prior educational and social experiences and the student interview. Documentation: Narrative of, student transcripts or student interview.
2. Written recommendation and observations by current and previous instructional and support services staff. Documentation: A brief narrative to include language-specific reading and writing levels, vocabulary development and samples of student work.
3. Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards. Documentation: FAST ELA score or WIDA scores.
4. Grades from current and previous years. Documentation: GPA and report cards.
5. Test results other than those used in initial language proficiency assessment. Documentation: Informal classroom assessments, content area tests, chapter tests and quizzes.

The ELL Committee will document recommendations on the ELL Committee Outcome Form. A copy of this form is forwarded to the sponsor, and the original form is filed in the ELL student's red folder. Students who are exited from the ELL Program will be monitored for two academic years. After two years of academic success, students are completely exited (LZ) from the program.

Monitoring

All English language learners are monitored annually for progress in achieving English proficiency and content knowledge and skills. The Academy will monitor ELL progress toward established benchmarks for expected growth in English language proficiency and grade-level content. The Academy assists students who are not making timely progress towards those goals with the help of MTSS. The Academy will ensure that ELLs are provided meaningful access to grade-level core content and remedy academic deficits in a timely manner through the MTSS/RTI process. Progress will be monitored by regular review of academic performance such as progress reports, report cards, assessment results, test scores, classroom performance, attendance, teacher observations, etc. If monitoring shows that the student is falling behind in academics, the student will be referred for assistance through MTSS. The ELL Committee can also discuss concerns and solutions. This

committee would refer the student to return to the ELL Program if necessary. The ELL Committee outcome is forwarded to the school district, and the original form is placed into the student's red folder. Former ELL students (LF) are students who have exited the ELL Program during the last two years. Monitoring is done by the ELL Coordinator and consists of reviewing the first, second and fourth report card during the first year after the program exit date and reviewing the report card at the end of the student's second year from the exit date. Progress monitoring is documented in the district's parent portal and in the ELL folder that is within the student's cumulative file. LF students who are academically struggling continue to receive differentiated instruction and interventions based on ELL assessment results from the IPT Screener and ACCESS. The ELL Committee may schedule a meeting at any point during the academic year to review progress monitoring, discuss re-entry into the ELL Program or make a referral for academic evaluation.

Extension of Services

Extension of Services is the annual evaluation meeting held for ELL students once they have attended the Academy in the U.S. for three years or longer. This is based on the student's DEUSS. The first meeting for Extension of Services is held on the student's three-year anniversary of DEUSS, then every year thereafter for as long as the student is still an active ELL.

- D. Describe the staffing plan for the school's English Language Learner program, including the number of and proposed qualifications of staff.

The Head of School will staff BCA with dedicated ELL positions, as identified in this application. One of these teachers will serve as the ELL coordinator. This person plays an important role in identifying English language learning professional development for all staff members. The staffing plan is designed to provide an equitable distribution of available personnel services for the Academy. The staffing plan is aligned to and driven by the Academy's enrollment.

This application uses Manatee County data to estimate the percentage of English language learners, which is 12 percent.⁴⁹ BCA has not yet established a location; however, it has designated a general area for its search. Elementary schools already located in its vicinity have a considerably lower percentage of ELL students (an average of 3.3 percent). At the time of this application, we cannot entirely know our scholar demographic data; therefore, our team will prepare to meet the average levels of academic need found in the Manatee County School District data. Staffing numbers will vary based on actual enrollment while always staying within class size requirements.

With an ELL population estimated at 12 percent, this equates to 31,38,45,52 and 59 students respectively in years one through five. See Section 2 for total student population projections. We would expect to have teachers endorsed in ELL.

Professional Development

Faculty and staff will be provided with an overview of the ELL program and service delivery options annually. Specific professional development (PD) will be provided throughout the academic year to assist faculty members in designing curriculum, instruction and materials that meet

⁴⁹ FLDOE. (2022). 2020-21 Manatee School District Report Card. "Population and Enrollment." Retrieved online August 2, 2022, from <https://edudata.fldoe.org/ReportCards/Schools.html?school=0000&district=41>

ELL needs. Our Academy will ensure teachers have the following competencies: Principles of language acquisition; characteristics of ELL students, including cultural differences; specific techniques to identify ELL students and required assessments ELL; application of a variety of educational models, teaching methods and strategies for working with ELL students; differentiation of curriculum to match distinct needs of ELL students; and IPT ELD Standards and how to use them in instruction.

ELL Certification/Endorsement

The Academy will ensure that teachers comply with Florida laws regarding certification. The Head of School or designee will review the credentials of applicants and current teachers to verify their eligibility for Florida certification. The Academy will provide general certification information and guidance. The Academy will inform the teacher that it is each educator's responsibility to comply with Florida statutes governing educator certification. It is a state-mandated requirement based on the META Consent Decree that all teachers be required to complete the ELL training requirement courses. All Florida teachers must begin their ELL courses once they are first responsible to instruct an ELL student.

The ELL Endorsement is equivalent to 300 points or hours of PD. Any teacher may become ELL Endorsed by choice, but only teachers who fall under Category I (reading, developmental language arts-ELL reading, English language arts) are required to obtain an ELL Endorsement. Teachers in Category II (mathematics, social studies, science and computer literacy) must complete 60 in-service points. Teachers in Category III (related subjects other than English, math, science, social studies and computer literacy including occupational and physical therapists) must complete 18 in-service points. Category III, for student services providers, includes psychologists, speech pathologists and social workers, and they must complete 18 in-service points. Category IV is for administrators and Academy counselors, and they must complete 60 in-service points.

All Category I teachers identified as out-of-field must strictly follow the six-year META training timeline, regardless of change in assignment or if contact with an ELL student in any given year is not made. The timeline begins with the day and month of the initial assignment to an ELL student. Failure to adhere to the timeline will prevent the teacher from teaching out-of-field again: The first two calendar years is three semester hours or 60 in-service points; year three is six semester hours or 120 in-service points; year four is nine semester hours or 180 in-service points; year five is 12 semester hours or 240 in-service points; year six is 15 semester hours or 300 in-service points.

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.

The BCA strives to cultivate human excellence. Our Academy culture will be grounded in virtue, individual achievement and collective responsibility to meet this vision. Fullan (2007) defines school culture as the guiding beliefs and values evident in the way a school operates. It includes

attitudes, expected behaviors and values that guide how the school operates.⁵⁰ BCA's leaders, such as governing board members, administrators and faculty members, will be charged with setting the example for our scholars of what is good, true and beautiful. Scholars will be praised for imitating positive social behaviors and constructive learning habits.

BCA will make character development instruction an integral part of its overall programming. Teachers wrap it into their language arts and history instruction. Virtues will be taught explicitly and demonstrated by example. At least one virtue per month during the Academy year is focused on more deeply. Examples include but are not limited to accountability, integrity, prudence, justice, fortitude, temperance, citizenship, faithfulness, charity, hope, diligence and humility. BCA will implement Core Virtues®, which is a supplemental K-6 program that helps teachers identify literary figures and historical events from the core curriculum that shed light on character development. It uses a story-based approach to teaching and learning. According to its own description, Core Virtues® “ignite[s] the imagination of the young, inspiring them to do and be their best. The program is a catalyst for academic success because it encourages the habits of the mind and heart that are necessary for quality scholarship.”⁵¹ Scholars at BCA will be empowered to make good judgments in their own lives since they will be surrounded by virtuous examples from history and literature, and their minds will be engaged with a rigorous classical curriculum. Although the Core Virtues® program is designed for K-6 Grade 7 and 8 scholars will be held to the same behavior expectations they learned in their prior years of education and will participate in whole school virtue activities.

BCA will act in accordance with the Individuals with Disabilities Act of 2004 (IDEA) and current and state regulations that implement the IDEA that govern the discipline of students with disabilities.

- 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:

BCA does not intend to use the sponsor's code of conduct policy. BCA's base line proposed Code of Conduct, based on Manatee County School Districts' policy from 2023 was used as a foundation, and is included as Attachment G. This document will be finalized and approved by the governing board prior to the 2026 academy opening.

- Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;

For penalties, see Attachment G, pages 20-37 for the “Discipline Matrix,” which has been broken down in the Code of Conduct by grade level (K-2, 3-5, 6-8 and 9-12) and offense levels. For

⁵⁰ Fullan, M. (2007). *The New Meaning of Educational Change*. New York, NY: Teachers College Press.

⁵¹ Core Virtues. (2022). Program Overview. Retrieved online July 26, 2022, from <https://www.corevirtues.net/program-overview.html>.

incentives, see page 8 regarding “igniting positive” behavior and outcomes. For descriptions of positive roles for scholars and parents, including rights and responsibilities, see pages 4-8.

- 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;

See Attachment G, pages 12-20 (describes offenses) and pages 20-37 for the “Discipline Matrix.”

- Describe the roles of administrators, teachers, staff, and the governing board regarding the discipline policy;

See Attachment G, page 3 for information about the Head of School’s authority and investigations at the academy.

- Provide an explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;

See Attachment G, pages 37-39

- 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

See Attachment G, pages 43-48.

- Explain the process for informing students and parents about their rights and responsibilities under the code of conduct.

See Attachment G, page ii for the consent form that all parents must sign stating that they have reviewed and understand the Scholar Code of Conduct. Parents will also be able to request a printed copy of the code by checking a box on this form. They have access to the BCA Scholar Code of Conduct at all times via the academy’s website. See Attachment G, page 1 for the document purpose and pages 56-61 for all public notices.

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.

We intend to foster an Academy climate that is engaging and makes opportunities for scholars to collaborate with each other plentiful. Coursework will be supported by experiential learning, such as field trips and in-classroom visitors from the community. Parents/guardians will be able to opt their child in/out for these experiences.

BCA will also feature clubs that are sponsored by faculty members and supported by scholars and

their families. The selection of after-school clubs will be based on demand and resources. Our offerings are guaranteed to expand the longer we are open. Examples may include but are not limited to Latin, chess, the arts including music, drama, writing and design; world cultures; math competitions, debate club and student government. Sports may include but are not limited to clubs for baseball, softball, volleyball, soccer and cross country running.

Families could be asked to pay a nominal fee for their child's participation in extracurricular activities. We will take family need on a case-by-case basis. No child will be turned away based on financial criteria. BCA will fundraise to support supplemental programming and to ensure a family's financial situation is not a barrier for a scholar's participation. All funds for after-school programs are processed through the administration to ensure oversight. Adults who coach or lead a club will have appropriate background checks or certifications, if applicable, and they will provide receipts and other proof of money spent.

II. ORGANIZATIONAL PLAN

Section 10: Governance

- A. Describe the school's existing or planned legal status, including non-profit status and federal tax- exempt status.

BCA is an established nonprofit organization with 501(c)(3) status. See Attachments H and I.

- 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.

BCA, Inc., is established as a founding board. Members are identified later in this section. Once the Academy moves from founding to open, this board will become the governing body. Its duty is to faithfully oversee and execute the Academy's mission and vision. Primary roles, duties and powers of the board include, but are not limited to, the following:

- Implement and provide an operating budget pursuant to Section 1002.33(9)(h)-(k), F.S.
- Oversee charter school operations pursuant to Section 1002.33(9)(i), F.S.
- Retain services of a certified public accountant or auditor for annual financial audit, pursuant to Sections 1002.345(2) and 1002.33(9)(j)1, F.S.
- Evaluate and approve audit report, audit findings and suggestions for the financial recovery plan pursuant to Section 1002.33(9)(j)2, F.S.
- Perform the duties in s. 1002.345, F.S., including supervising a restorative action plan

pursuant to Section 1002.33(9)(j)4a, F.S.

- If required, adopt a financial recovery plan to ensure compliance pursuant to Section 1002.33(9)(j)4b, F.S.
- Take part in the required governance training, which includes government in the sunshine, conflicts of interest, ethics and financial responsibility, as required by Section 1002.33(9)(j)5, F.S., and SBE Rule 6A-6.0784.
- Ensure sustainability by recruiting and developing governing board members.
- Remain accountable annually to the sponsor for the school's progress. Accountability reports pursuant to Section 1002.33(9)(k), F.S., include the following:
 - Student performance data, required for the annual academy report and the education accountability system governed by Sections 1008.31 and 1008.345, F.S. Charter schools are subject to the same accountability requirements as other public schools, including reports of scholar achievement information that links baseline scholar data to the school's performance projections identified in the charter. The school shall identify reasons for any difference between projected and actual scholar performance pursuant to Section 1002.33(9)(k)(1), F.S.
 - Financial status of the school to include revenues and expenditures at a level of detail that allows for analysis of the school's ability to meet financial obligations and timely repayment of debt pursuant to Section 1002.33(9)(k)(2), F.S.
 - Facilities used by the school shall meet the standards as required by the scholarly populace pursuant to Section 1002.33(9)(k)(3), F.S.
- Engage a representative to facilitate parental involvement, access to information, and provide support for parents and the community with questions, concerns or disputes. The representative resides in the school district where the school is located and may be a governing board member, an employee or an individual contracted to represent the governing board pursuant to Section 1002.33(9)(p)2, F.S.
- Conduct at least two public meetings per school year in the school district where the school is located. Each meeting will be noticed, open and accessible to the public. Attendees are provided with an opportunity to receive information and give input. The appointed representative and Head of School, or designee, must be physically present at each meeting. Governing board members may attend in person or by means of communications technology used in accordance with rules adopted by the Administration Commission under Section 120.54(5). These meetings will be held pursuant to Section 1002.33(9)(p)3, F.S.
- Develop the policy and procedures for notification of the parent of a student who is removed from the school, school transportation or a school-sponsored activity and taken to a receiving facility for an involuntary examination pursuant to Sections 394.463 and 1002.33(9)(q), F.S.
- Annually determine the school's capacity, in conjunction with the sponsor, in consideration of the factors identified in this subsection pursuant to Section 1002.33(10)(h), F.S.
- Institute standards of ethical conduct for teachers and academy administrators pursuant to Section 1002.33(12)(g)3, F.S.
- Appoint at least one administrative role responsible for duties assigned to a district school superintendent, as defined in Sections 1012.01(3)(a) and (b) pursuant to Section 1002.33(16)(c)1, F.S.
- Duties assigned to a district school board: Section 1012.22(1)(c), compensation and salary schedules; Section 1012.33(5), workforce reductions; Section 1012.335, contracts with

academic staff hired on or after July 1, 2011; and Section 1012.34, relating to the substantive requirements for performance evaluations for instructional personnel and school administrators, in the Florida Statutes.

- Report student assessment data to the parent/guardians of students at the charter school, the parents of children on a waiting list for the charter school, the district in which the charter school is located, and other members of the governing board of the charter school pursuant to Section 1002.33(21)(b)2, F.S.
- Approve annual instructional personnel contracts pursuant to Section 1012.335(2)(c)2, F.S.
- All other duties and requirements for charter school governing boards are set forth in state and federal law.

The governing board will be the primary advocate for the Academy within this community. It will use all laws and tools available to support the Head of School in achieving the Academy's goals in academics, culture, discipline, recruitment and fiscal responsibilities. At the same time, it will hold the Head of School, other governing board members, staff, contractors and scholars accountable to the Academy's mission, vision and culture. The governing board will act as a grievance committee for parents and staff on matters that are unresolved by the Head of School. It will set policies related to academic, scholar/parent management, financial and human resource management. Examples include establishing or approving the family handbook, employee handbook, procurement approvals and financial separation of duties. BCA will comply with and communicate rights applicable to parents as set forth in HB 1557 (2022). The governing board will ensure BCA is in compliance with the Florida Department of Education, Manatee County School District and the Florida Department of Business in reporting regulatory statutes, laws, policies and programs. Members are selected based on diverse experience and skills, including the ability to set strategic plans that include measurable goals and objectives that ultimately define the Academy's success. Goals will include short term (one-year) and long term (five-year). Realistic goals and methods will be identified to maximize academic achievement, financial management, parent engagement, regulatory compliance and scholar engagement. See attachment J about the powers of the governing charter school board (bylaws).

- D. State the frequency of board meetings and describe how the board will comply with open meetings and records laws.

The founding/governing board will comply with the Florida Sunshine Laws in reference to open meetings, records laws and training. Initially the governing board will meet more frequently, such as twice a month for organizational purposes. Once BCA is operational, the governing board will move to monthly meetings unless a situation arises that demands immediate action. Meeting notices will be advertised seven days in advance on the Academy website unless in the case of an emergency meeting in which timing is of the essence, and the agenda and minutes will be posted on the Academy website according to the Sunshine Laws. The agenda will include time for members of the public to be heard upon request. A minimum of two meetings per year will be held in Manatee County in compliance with Florida law. The Head of School and representative to facilitate parent involvement will be physically present at each meeting.

- 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 governing board will consist of at least three members and not more than nine. Currently the founding board comprises six members and three non-voting advisers with a diverse range of professional and personal experiences. The selected members and advisers bring to this endeavor expertise in Hillsdale College's model for American Classical Education, curriculum design and ESE, nonprofit accounting practices, nonprofit boards, construction project management, regulatory compliance, consumer law, entrepreneurship and general contracting and medicine, among other important areas. Resumes for our founding board members' resumes are found in Attachment L. A membership committee, composed of governing board members, shall be established to seek out prospective members should a vacancy arrive. Members will reside within proximity to the Academy so that their association with the Academy is meaningful. They should have a passion to see young people succeed while fully understanding the level of commitment and accountability that it takes to be part of a charter school board.

F. Describe how board members have been and will be selected including term limits and selection of officers.

The members of the board were selected based on their training, expertise and contributions to the community. Members are appointed to the board by a majority vote of the members then in office. The initial term of office for each member of the board shall be one year. At the end of the first year, the governing board shall provide for staggered terms of its members by designating approximately one-third of its membership each to one-, two- and three-year terms. Following expiration of those designated terms, the term of each member shall continue for three years. The term of office of a member elected to fill a vacancy in these Bylaws begins on the date of the member's election and continues for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal or death of a member, or for the term specified by the governing board in the case of a vacancy resulting from the increase of the number of members authorized. A member's term shall not be shortened by any reduction in the number of members resulting from amendment of the articles of incorporation or the bylaws or other action of the governing board. The officers of the governing board include the President, Vice President, Secretary and Chief Financial Officer, and they are elected each year at the annual meeting of the governing board or a regular or special meeting designated for such purpose.

G. Explain how this structure and composition will ensure that the school will be an academic, operational, and financial success.

BCA has a governing board that is composed of individuals with diverse talents and significant experience in education, finance and business. BCA was accepted through a competitive application process to receive startup assistance from the Hillsdale College K-12 Education office and intends to license the K-12 Curriculum. Part I of this application outlines many of the programmatic benefits of affiliating with BCSI for curriculum and professional development. In addition to the board members' diversity of talents, as non-voting members of the board, Michael Roland, PA and Karen Roland, MS are vital contributing members of the board team (see resumes in Attachment ...). As these individuals have family relationships to a board member, they are only permitted to provide professional guidance, and are not permitted to partake in board votes. As needed BCA has also engaged with professional groups that provide guidance in the process of opening and becoming operational, such as Charter Support Unit, Ancora, Frank Dino, LLC and sister charter schools within the Manatee District.

Once the school opens, BCA will have additional contracts with providers who have expertise in charter school operations. For example, in addition to the ESP Ancora LLC to support the success of accounting, human resource, and technology management, additional contractors will be secured for facility management, and public communication management.

Annually the governing board will conduct a Strategic Plan Day to develop and update Strategic Maps and plans. The Strategy Map will define short- and long-term objectives and plans focused on the major categories of academic, operational, financial and governing board success. Additional subcategory goals and metrics will be developed and reported to the governing board to further measure the success of each major category. The below chart provides initial strategic management goals and metrics to be reviewed by the governing board on quarterly basis, or as data is available.

Strategic Management Goals and Metrics

| | |
|---|--|
| <p><u>Academic</u></p> <ul style="list-style-type: none"> ○ Student performance on standardized tests (annual half the gap between baseline/prior year and the reporting year. ○ Proficiency rate for scholars with IEPs against grade-level ○ Child Find, scholars being evaluated within 60 days of parental consent for initial evaluation or state time frame. ○ Discipline metrics ○ Virtue metrics ○ Parent involvement for supporting scholar education ○ Retention rate ○ Scholars below reading level | <p><u>Operation</u></p> <ul style="list-style-type: none"> ○ Human Resources, such as staff satisfaction, and turnover rates ○ Professional development of all staff ○ Teacher certification, in field vs out of field ○ Parent Satisfaction ○ Parent involvements ○ Complaints/grievances filed ○ Teacher ELL Certified |
| <p><u>Financial</u></p> <ul style="list-style-type: none"> ○ Budget adherence and financial stability. ○ Per scholar expense ○ Audit findings and compliance with financial regulations. ○ Resource allocation and cost-efficiency. ○ Fundraising results ○ Aging of Payables ○ Compliance with Grant filings and regulations | <p><u>Board</u></p> <ul style="list-style-type: none"> ○ Professional development/training ○ Fundraising ○ Compliance to District and State regulations ○ Oversight of Academy Policy adherence ○ Strategic Plan successes and adaption to overcome need ○ Succession plan developed |

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 |
|-------------------------|--|--|---|
| Sherri Davidson | Current | Board President | <input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume |
| Mitch Mong | Current | Member | <input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume |
| Carolyn McClenny | Current | Member | <input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume |
| Arlene Merriman | Current | Treasurer | <input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume |
| Justine Rinehart | Current | Member | <input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> 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.

Governing board members have been and will continue to be recruited and developed through networking with community members and groups including but not limited to the Manatee County Chamber of Commerce, Lakewood Ranch Business Alliance, local churches and parent groups including the parents of BCA. Nominees shall apply via an application that includes a resume or curriculum vitae, statement of interest and statement of conflict of interest. The nominee is evaluated by each sitting governing board member using interviews. She/he must agree to support all governing board policies and submit to fingerprinting and background check. Members are recruited according to the organization's strategic needs. The governing board strives to ensure there is a minimum of one member each specialized in financial management, legal management, academics and ESE. BCA will pursue membership with the Florida Consortium of Public Charter School, which provides programs approved pursuant to SBE Rule 6A.6.0784 for the training required by Section 1002.33(9)(j)5, F.S. Each member is expected to complete the mandatory four-hour nonprofit governing board training followed by the two-hour refresher training every three years thereafter. Members will be expected to stay current with Florida Department of Education rule changes and Florida nonprofit laws. BCA's governing board will participate in training through the Florida Charter School Conference and the Hillsdale College BCSI specific to governance of a K-12 classical education school.

- J. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest.

All governing board members will agree to serve on a volunteer basis and must abide by BCA's ethical standards and conflict of interest policy. Governing board members must abide by the requirements of Section 112.313(2), (3), (7) and (12) and 112.3143(3), Florida Statutes. See Attachment K for BCA's code of ethics and conflict of interest policy.

- 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.

All governing board members will agree to serve on a volunteer basis and must abide by BCA's ethical standards and conflict of interest policy. Governing board members must abide by the requirements of Section 112.313(2), (3), (7) and (12) and 112.3143(3), Florida Statutes. See Attachment K for BCA's code of ethics and conflict of interest policy.

- 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.

The governing board will adopt a conflict resolution policy prior to making the Academy operational. A parent/guardian with a concern should first speak with the appropriate Academy employee to seek resolution. For example, many concerns would first go through a child's teacher. If satisfactory resolution is not in reach with this step, or if the parent/guardian feels she/he/they cannot meet with the appropriate Academy employee for a significant reason, then the parent/guardian may seek resolution with the Head of School. If the dispute still cannot be resolved, the next step is for the parent/guardian to address the concern to the governing board's designated parent liaison. Any appeals to the governing board should be sent to the parent liaison in writing via email, regular mail or fax, at the parent liaison's discretion. The parent liaison will review the appeal and may meet formally or informally with the parent/guardian to gather more information. If a dispute cannot be resolved within the Academy and governing board's existing policies, the parent liaison will present the issue to the full governing board for a final decision at the next regularly scheduled governing board meeting. The decision of the governing board is final, provided the dispute or concern does not involve matters related to an individual's protected liberty or property rights. The process is distributed to families during initial orientation to the school. It will also be available on the Academy website, as will the contact information for the parent liaison.

In compliance with Rule 6A-6.0791 and Section 1001.42(8), F.S., the governing board will adopt an alternative grievance process for any complaints related to student welfare that are covered by Section 1001.42(8)(c)1.-6., F.S. The procedures will comply with Section 1001.42(8)(c)7a.-b., F.S., and will allow parents who believe their rights have been infringed upon related to directing the upbringing, education, health care and mental health of a minor child to submit their grievance in writing. The Head of School will review the complaint and provide a written response within 7 days. If the matter is not resolved at this point, it will be referred to the district, which will have 30 days to attempt to help the parties reach a resolution. If the matter still remains Unresolved, the parent may request the appointment of a special magistrate using the appropriate Florida Department of Education form.

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.

BCA has submitted an application to become a Member School with the Hillsdale College Barney Charter School Initiative.

N. Name of the contact person at the partner organization and that person's full contact information.

Jean Judge, Interim Director of Governance Support
Hillsdale College BCSI
33 E. College Street
Hillsdale, MI 49242
P: (517)607-2713
E: JJJudge@Hillsdale.edu W: <https://k12hillsdale.edu/Programs/BCSI/>

O. A description of the nature and purpose of the school's partnership with the organization.

Hillsdale College, through its Barney Charter School Initiative, supports K-12 public charter schools with curriculum and professional development for faculty, staff, administrators and governing board members. Membership is required to participate in these resources. An application has been submitted, and Hillsdale College has offered a Letter of Intent regarding membership. See Addendum FF. BCA has received approval from Hillsdale College to implement its programmatic and curricular recommendations, as well as to specify them in this application as needed to fully respond to the prompts. No content has been copied directly from these entities' publications unless properly cited in a footnote.

P. An explanation of how the partner organization will be involved in the governance of the school.

The relationship with Hillsdale is an advisory role with members of the founding, and governing board and academy leadership. Only the founding/governing board members set or will set policies and direction for the new charter school.

Section 11: Management and Staffing

- A. Submit as Attachment M organization charts that show the school governance, management, and staffing structure in
- The preoperational year;
 - The first year of school operations;
 - At the end of the charter term; and
 - When the school reaches full capacity, if in a year beyond the first charter term.
- Each organization chart should clearly delineate the roles and responsibilities of and lines of authority and reporting among the governing board, staff, and any related bodies (such as advisory bodies or parent or teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.

See Attachment M

- B. Identify the principal or head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as Attachment N, the proposed job description and resume for this individual.

--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?

Recruitment for the Head of School has been initiated with the assistance of Hillsdale College Barney Initiative team and Building Hope, who has been retained. The position will be filled by no later than July of 2025. Committee members will screen each applicant's resume or curriculum vitae on behalf of the governing board. Candidates are selected for phone interviews, which are completed by committee members. Next, top candidates are invited for in-person interviews with the full governing board. The final decision rests with the governing board, which votes on the final candidates. The candidate who fills all the criteria of the position and who receives the greatest number of votes is invited to fill the position of Head of School. See attachment O for requirements and competencies that this school leader should hold.

- 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 Academy will operate in accordance with its charter and comply with all applicable federal laws, State Statutes and Florida Board of Education Rules including but not limited to Sections 1022.33 and 1013.62, F.S.; regulations adopted by the Florida Board of Education or other state agency, or amendments thereto relating to charter schools; applicable provisions of Chapter 119, F.S., relating to public records; Section 286.011, F.S., relating to public meetings; applicable federal, state and local health, welfare, safety and civil rights requirements.

The governing board will hire a Head of School who will be assigned to implement a K-8 classical educational program, supervise faculty and staff members, run day-to-day operations and embody the vision, mission and core values of BCA. In addition, to ensure business management success, the governing board will contract with an education service provider, Ancora Management LLC. The governing board will retain legal services of a firm that specializes in charter school, employment and nonprofit law to serve as the governing board attorney. The governing board will develop, review and approve all policies related to Academy operations. The Head of School will provide a comprehensive update of operations and finances at every governing board meeting. The governing board reserves the right to request specific information from the Head of School and supporting administrators. These procedures and relationships are meant to ensure the foundational success of BCA.

In its oversight, the governing board will ensure financial, physical and human resources are available

for the following division of labor:

- Head of School: Responsible for the education and well-being of scholars, to ensure academic success of the Academy. Responsible for the overall reputation of the academy, its constituency and the surrounding community. Accountable for the fiduciary duties to ensure the academy is a steward of public funds and ensures financial success. The Head of School is the leader to ensure the Academy meets and exceeds the Academy's mission and vision.
- Assistant Head of School, reports to the Head of School: In year 3, when the Academy expects enrollment to be over 400 scholars, and introduces Middle School, and additional leader, the Assistant Head of School will be added to assist the Head of School in all roles of the Academy and will be directly the head over the academic and scholar success.
- Operations Manager, reports to the Head of School is responsible for liaison between Head of School and contracted service providers, Oversees public relations, digital media resources, parent communications, volunteers, field trips, public records requests, management of documentation, and special projects. The position will supervise Security, Maintenance, Office Assistant and Registrar.
- Dean/Guidance Counselor assists Head of School to ensure compliance with FLDOE, the sponsor, and maintain the academy's affiliation with Hillsdale College BCSI. Assists in managing faculty, substitutes and coaches as appropriate regarding professional development, teacher certification, daily teacher coverage, scholar progression and management of tutoring and summer academy programs and assists Head of School to ensure compliance with FLDOE and the sponsor regarding scholar behaviors, health, attendance, ESE/ELL procedures and ESE/ELL services; manage behavior expectations at the academy level; and set and ensure uniform dress code.

See Attachment P for job descriptions for BCA's administrative roles.

- 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.

The staffing plan for each year of the charter agreement is outlined in the table below. It is integral to the budget included in this application. Staffing is aligned with and driven by enrollment. Staffing will vary based on actual enrollment while always staying within class size requirements. See Attachment Q for job descriptions and qualifications for the Academy's faculty members.

| Total # Of Staff Members | | 1.8 | 29.0 | 33.8 | 41.0 | 46.5 | 51.3 |
|--------------------------------------|--------------|-----------|------|------|------|------|------|
| Position | Initial Rate | Plng Year | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 |
| Head of School | \$100,000 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Assistant Principals | \$82,000 | | | | 1.0 | 1.0 | 1.0 |
| Operation Manager | \$50,000 | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Secretary / Administrative Assistant | \$16.00/Hr | 0.5 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Office Assistant | \$15.30/Hr | 0.0 | 0.0 | 0.0 | 0.5 | 1.0 | 1.0 |
| Registrar | \$17.00/Hr | 0.3 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Dean/Guidance Counselors | \$60,000 | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| School Nurse | \$20.60/Hr | 0.0 | 0.0 | 0.0 | 1.0 | 1.0 | 1.0 |
| Classroom Teachers | \$52,500 | 0.0 | 15.0 | 18.0 | 18.0 | 18.0 | 18.0 |
| MS/HS Teachers - Full Time | \$52,500 | 0.0 | | | 3.6 | 7.0 | 10.6 |
| Physical Education Teacher(s) | \$52,500 | 0.0 | 1.2 | 1.4 | 1.4 | 1.4 | 1.4 |
| Art Teacher(s) | \$52,500 | 0.0 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 |
| Music Teacher(s) | \$52,500 | 0.0 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 |
| World Language Teacher(s) | \$52,500 | 0.0 | | | 0.4 | 0.4 | 0.4 |
| Reading Specialist(s) | \$52,500 | 0.0 | 0.4 | 0.6 | 0.6 | 0.6 | 0.6 |
| Educational Assistant (part time) | \$15.00/Hr | 0.0 | 1.0 | 1.0 | 1.5 | 1.5 | 1.5 |
| ESE Teacher(s) | \$52,500 | 0.0 | 1.4 | 1.8 | 2.0 | 2.4 | 2.6 |
| Gifted Teacher(s) | \$52,500 | 0.0 | 0.2 | 0.2 | 0.2 | 0.4 | 0.4 |
| Maintenance 1 | \$18.00/Hr | 0.0 | 2.0 | 2.0 | 2.0 | 2.0 | 3.0 |
| BAC Director (part-time) | \$0 | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| BAC Staff (part-time) | \$0 | | 1.0 | 2.0 | 2.0 | 3.0 | 3.0 |

(As noted in the Section 18: Food Service the staffing for the food service program will be part of the Food Service Management Company contract and therefore are not reflected as part of this budget.)

- 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.

Recruitment

BCA will use its affiliation with Hillsdale College to participate in job fairs for teaching candidates who have specific interest in classical schools. It will also use employment advertising forums, which include but are not limited to placing online and print ads, posting to the Academy's website and setting up booths at job fairs and events that attract wide-reaching community participation. BCA will use sources such as Indeed, Teachers-Teachers.com, the Great Florida Teach In, Hillsdale

College Network, Florida Charter School Conference, National Charter School Conference, and utilize information from FLDOE Teacher Certification list to invite appropriate candidates to apply. The Academy will also reach out to colleges that specialize in Classical Education, including Flagler College, The University of Dallas, Eastern University and Gordon College. Relationships will be established with local colleges and universities with the goal of developing a student-teaching program that makes young teachers better prepared for the challenges of a classroom. Our Head of School will strive to hire highly qualified, diverse candidates who, themselves, may be products of classical education. Candidates must demonstrate buy-in to BCA's mission, vision and core values, and they must be willing to follow the Hillsdale College BCSI professional development program to be hired as faculty. The Academy will provide innovative and creative inducements to help attract highly qualified candidates. These will be established by the governing board before the hiring process begins.

Selection

The Head of School and a service provider who has expertise in charter school will work together to recruit, interview and hire faculty and staff for all other positions. Resumes will be screened for experience, educational background, certifications and other qualifications. All employment is in accordance with the Equal Employment Opportunity policy statement: "The laws of the United States and the State of Florida guarantee equal employment opportunity for all persons, regardless of race, gender, age, religion, national origin, or disability and provide equal treatment opportunity in all aspects of employment including working conditions, pay, benefits and advancement." Faculty members employed by or under contract with this Academy shall be certified as required by Chapter 1012, F.S., and all other applicable state and federal statutes. Teachers who are assigned out-of-field must complete the required credit hours toward certification each year. The Academy may employ or contract with skilled, non-certified personnel to assist instructional staff members as teacher aides in the manner as defined in Chapter 1012, F.S., and as provided by Florida Board of Education Rules for Charter School Governing Boards. Any decision by the Academy to employ or contract with non-certified persons for instructional services will be approved in advance by the Academy's governing board.

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.

BCA is organized as an at-will employer. Administrators, teachers and other faculty members employed at BCA will be required to have a written contract, other staff will receive written employment offers. BCA will develop an employment handbook prior to hiring its first employee to outline the relationship between the Academy and employee, including rights, responsibilities and appropriate procedures.

The Academy will extend offer letters to potential employees that specify dates, pay and position for stated employment. The dates on offer letters will not bind either party to the period specified. Thereafter, the Academy will enter into contracts with instructional employees. These contracts will

be at-will: Employees are free to terminate their employment at any time, with or without reason. Likewise, the Academy will have the right to terminate the employee's employment, or otherwise discipline, transfer or demote the employee at any time, with or without reason, provided it falls within the legal confines of federal and Florida laws.

The Academy will comply with requirements of Section 1002.33(12)(g)4., F.S., with respect to employment history checks for all faculty, staff and administrators, whether the person is employed or contracted by BCA. No employee will be allowed to begin work at BCA before she/he has cleared a Level II background check, and fully completed the Federal I-9 Forms. Clearance is given by the sponsoring school district in accordance with Section 1002.33(12)(g), F.S. Interviews are conducted by the Head of School and/or the hiring committee, which is designated by the Head of School. All references are to be contacted for prospective employees.

- 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.

Performance evaluations will comply with the requirements of Section 1012.34, F.S. Every employee will be evaluated at least once per year or more frequently as required by law. A classroom teacher, as defined in Section 1012.01(2)(a), who is newly hired will be observed and evaluated at least twice in the first year of teaching. All personnel will be fully informed of the criteria, data sources, methodologies and procedures associated with the evaluation process before the evaluation is completed, in accordance with Section 1012.34(3)4(b), F.S. The Head of School will evaluate all faculty, the dean and Academy staff members. The governing board is responsible for evaluating the Head of School.

BCA will use evaluation instruments provided by the Florida Consortium of Public Charter Schools (FCPCS). These have been approved by the Florida Department of Education in compliance with Florida's Student Success Act, and they are available for free to charter schools that are members of the FCPCS. Elements of evaluation include classroom observation data, student achievement data and student- and parent-opinion surveys. Also included is whether the faculty member has successfully completed the prescribed but individualized 25 hours of professional development.

The comprehensive evaluation system developed by the Florida Consortium of Public Charter Schools (FCPCS) helps the top administrator to monitor and assess the teaching practices and job performance of faculty, per Section 1012.34, F.S. This portion of the annual evaluation will be based primarily on observation of performance. It is conducted by the Head of School, the Dean(s), and Operations Manager as designated by the employee position in the organization chart. Indicators for faculty evaluations are organized by domains based on the Florida Educator Accomplished Practices (FEAPs). This reflects contemporary research into educational practice (Rule 6A-5.065, F.A.C.). For non-classroom instructional personnel, indicators are organized by domains based on FEAP, national standards if they exist for that role and previously noted job duties related to student support. BCA will comply with any applicable sections of HB 7 (2022) that may apply to this section.

- 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?

The Academy will apply the same principles of fairness to all employees, regardless of race, color, national origin, sex, disability, religion, marital status or any other classification protected by law. It is our desire to pay all regular employees' wages and salaries that are competitive with other employers in the marketplace in a way that will be motivational, fair and equitable. Compensation will vary with individual performance and be in compliance with all applicable statutory requirements. The Academy will apply the same principles of fairness to all employees regardless of race, color, national origin, sex, disability, religion, marital status or any other classification protected by law.

During the planning year, the Head of School and governing board will work together to develop a step-based Teacher Salary Schedule program that is built on years of service, certifications, advanced degrees, consistent evaluations, and ensures compliance to Section 1012.22, F.S. Compensation levels will be competitive with the Manatee County School District (MCSD) pay scale and will be modeled on best practices of other successful classical charter schools within Florida and within the nation.

To see the compensation structure proposed for the current budget, see the staffing worksheet in Attachment X. The intent at the beginning of the contract is for the average teacher salary to be no less than \$52,500, with additional funds available to teachers for taking on additional duties such as Extra Curricular clubs and sports. Each year the Teacher Salary Schedule will be adjusted based to ensure compliance with the annual state Salary Increase Allocation in alignment with HB 5001. In addition, budget permitting, the governing board may adjust the salary schedule to provide for a cost-of-living increase across the board. The presented budget includes a percentage increase to adjust the teacher and all staff, to account for a cost-of-living increase. In addition, performance bonuses will be paid to teachers who meet certain standards on annual evaluations. The salary schedule and performance bonuses are not used to set the salary of an individual in accordance with Section 1012.22(1)(c), F.S.

BCA will build a benefits package that supports, protects and retains employees. The benefit program consists of but is not limited to:

- Comprehensive insurance coverage: The details of this program will be decided by the governing board upon acceptance of the application.
- Paid time off: The details of this program will be decided by the governing board upon acceptance of the application.
- The governing board holds the goal to develop a retirement program that helps employees make the decision to spend their educational careers at BCA and provides them with a meaningful future that goes beyond their years of service.

- D. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

The Academy shall comply with the anti-discrimination provisions of Section 1000.05, F.S., which

is also called “The Florida Education Equity Act.” The school will establish and maintain an alcohol-free and drug-free workplace, pursuant to the Drug-Free Workplace Act of 1988, 42 U.S.C. §701 et seq., and 34 C.F.R. Part 85(F). The Academy will also comply with the requirements of the Omnibus Transportation Employee Testing Act of 1991 (Pub. L. 102-143, Title V), 49 C.F.R. Parts 40 and 382, and Section 234.101, F.S. if it hires personnel to operate commercial motor vehicles.

Open positions will be advertised via the Academy website and social media, at recruiting events held locally and by the Hillsdale College Barney Charter School Initiative, through online platforms such as teachers-teachers.com and Indeed.com, and by word of mouth. Interviews will be conducted by the Head of School and/or a hiring committee designated by the Head of School. All references will be contacted for top candidates. The Academy will comply with the requirements of Section 1002.33(12)(g)4., F.S., with respect to employment history checks, when hiring instructional personnel and administrators. No employee will be allowed to start work before the fingerprint background check indicates that she/he is cleared to work around children and clearance is given by the sponsoring school district in accordance with Section 1002.33(12)(g), F.S.

Employee discipline will be set forth in the employee handbook. If an employee must be dismissed, the Head of School or designee will meet with the employee at the first opportunity available to make official notification. The employee is then referred to the human resources department for an exit interview. Human resources will inform the employee of all post-employment benefits and contact information. The governing board will contract with an outside service provider to serve as the human resource department for BCA.

- E. If personnel policies have been developed, include as Attachment R. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.

The employee handbook, which all employees and the employer will be required to follow, has not been finalized at the time of this application. Upon approval of the new charter school, the employee handbook will be one of the first tasks completed by the governing board. The governing board will finalize the content and vote on its approval prior to hiring the Head of School. The latest date for completion would be July 2025 based on an August 2026 start date for the school. Employees must sign an acknowledgement of receipt for the handbook upon employment and again during the first day of in-service training in July each year. The governing board will seek the guidance of a law firm that specializes in employment and charter school laws when updating its employee handbook.

- F. Explain how the governing board and school leadership would handle unsatisfactory leadership, teacher, or staff performance, as well as leadership or teacher turnover.

In order to have a high performing Academy, the Head of School, with the support from the governing board, will be responsible to ensure the workforce is high performing and to ensure employee satisfaction. High performing workforce and employee satisfaction is the key to minimize leadership and teacher turnover. To manage dissatisfaction the Head of School and governing board must have a pulse of the workforce opinions, therefore in addition to open door policies, surveys will be conducted to gauge satisfaction multiple times a year. The surveys will provide opportunities for teachers and staff to anonymously communicate issues and concerns with leadership and governing board, to provide insights of the employee culture. The leadership will be

able to utilize this information to prevent problems and to address issue early to create and maintain a healthy and productive work environment.

Outside of the survey, the Head of School or designee will be the first line of defense for identifying and then handling unsatisfactory performance or unsatisfied employees. This may be identified through open-door policies, parent/student surveys or classroom observations.

The governing board will welcome one employee member to be a liaison representative at governing board meetings to speak on behalf of the employees. This chosen individual will have access to the board chair to bring issues and concerns confidentially to the governing board in issues regarding the Head of School. All other issues will be addressed through the Head of School directly to the governing board as needed.

When deficiencies have been identified, the employee will be placed on a Performance Improvement Plan. The plan will be reviewed periodically by the Head of School or designee. Clear notes will be taken to track improvement or a lack thereof. If an employee is terminated or quits, the human resources staff will conduct an exit interview to receive feedback and document the reason for departure.

The governing board will evaluate the Head of School on at least an annual basis using the Florida Consortium of Public Charter School's Evaluation System. At least one governing board member will go through training on how to implement the evaluation framework for administrators. Assessments of Academy leadership will be driven by data including but not limited to Academy grades; national and state testing scores (achievement and growth); surveys of faculty, staff and parents; observations with staff, parents and students in Academy; and interactions between the Head of School and members of the governing board. In the event of unsatisfactory leadership, a decision will be made by the governing board to either terminate the Academy leader or place this person on a Performance Improvement Plan. When this plan does not produce the necessary change and positive outcomes, then the decision to terminate the Head of School will be reconsidered by the governing board.

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.

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The Head of School and the related head of office will be responsible for overseeing professional development at BCA. The professional development coordinator will be assigned this role by the Head of School. This role may be fulfilled by another faculty member or administrator in conjunction with their full-time position, or it may become a full-time position in itself, depending on the number of faculty members and the organization's needs.

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.

In accordance with Section 1012.98, F.S., the Academy will use a professional development program intended to increase student achievement, enhance instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education. We expect to help our teachers live out the Academy's mission and be models of lifelong learning. We will provide the tools so our faculty and staff continue their quest in liberal arts, sciences, personal character and American civic virtue. Professional development points are gained by participating in training at Academy, at Hillsdale College through in-person and online learning platforms, through approved curriculum providers, through resources required and/or provided by the Manatee County School District, and at regional centers for teacher development.

Components specific to the Classical Education Model are as follows:

- Literacy: BCA will consult with Access Literacy for initial training of “superusers.” These are team members with higher levels of expertise and experience in a particular subject area or educational strategy. Superusers will be tasked to bring in-service training to other faculty, including grade-specific workshops. Opportunities may also occur for faculty to attend local, state and national conferences related to literacy education.
- Singapore Mathematics: The Hillsdale College BCSI will provide the initial training program on mathematics education and then offer it on an annual basis. Ongoing development will be available through Singapore Math, Inc., and from superusers.
- Core Knowledge Training: Initial training is made available through the Hillsdale College BCSI, and ongoing development is led by the Head of School. The Head of School will bring in trainers and resources from Core Knowledge, Inc.
- Socratic Seminar Training: Initial training will be conducted through the Hillsdale College BCSI. Ongoing development will be made available through the Head of School, who will incorporate webinars and workshops by Socratic Seminars International.
- Virtue Instruction Training: The Hillsdale College BCSI will provide initial training, and the Head of School will provide ongoing in-school training on character education.
- Hillsdale Classical Culture is presented to second-year teachers and specific administrative and staff members who attend the annual Hillsdale College Conference.

BCA's professional development system will be crafted into multiple stages. Professional development point goals are set at 25 per year, which offers teachers flexibility to learn what is most needed. Peer collaboration and formal and informal observations by the Head of School play a notable role in accountability in every Academy environment. These observations are an opportunity to provide development feedback, and to identify opportunities for additional professional development. Each teacher is assigned a level. These levels are 1A, 1B, 2 and 3. Level 1A is for all first-year teachers. Level 1B is for all new teachers to BCA regardless of their previous years of teaching. Level 2 is designated for teachers who, following 1A or 1B, are rated at the effective range. Level 3 is assigned to teachers, following 1A or 1B, who are rated at the highly effective range. In the first operational year, all teachers will begin at Level 1A or 1B. Levels 2 or 3 may apply to teachers by year two of operations. Each level has specific requirements:

- At level 1A, teachers are responsible to complete 25 points of PD in select fields; minimum of two walkthroughs per semester; two informal observations; two formal observations; two peer observations; new teacher induction assignments as needed (FOCUS observations).
- At level 1B, teachers are responsible to complete 25 points of PD in select fields; minimum of two walkthroughs per semester; one informal observation; two formal observations; one peer observation; new teacher induction assignments as needed (FOCUS observations).
- At level 2, teachers are responsible to complete 25 points of PD in select fields; minimum of two walkthroughs per semester; one FOCUS observation; one informal observation; one formal observation; peer observation (as needed).
- At level 3, teachers are responsible to complete 25 points of PD in select fields; two walkthroughs per semester; informal observations (as needed); one formal observation.

Our faculty will be invited to complete surveys to identify in-service topics of benefit. The survey will collect demographic information such as position, years of experience, area(s) of certification/licensure and educational background. The survey will have respondents rate items on a rating scale such as the Likert Scale or the Ultimate Question. The items will include such things as behavior management, working in teams, organizing groups for instruction, meeting the needs of ESE and ELL students, interpreting test data for best use with students, using Academy technology more effectively, working with parents or family members, using mentors for entry-year teachers, inclusion, conflict resolution, ethics and professionalism, team building and communication, time management, curriculum and instructional strategies. Surveys include space for written staff comments.

Observations and evaluations, which happen for every employee at least once per year or more often depending on Florida Statutes or the employee's level in the professional development system, allow the Head of School to determine if professional development needs are being met. The Head of School will work in tandem with the professional development coordinator to make adjustments. Professional development program changes may be made individually, by grade level or for the entire Academy. All faculty and administrators will be evaluated based on the requirements of 1012.34, F.S., to ensure student achievement is the primary focus for all educators. Employees will be mentored to improve their skills and add new strategies to their repertoire.

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?

The Hillsdale College Barney Charter School Initiative provides 10 days of professional training to members of the governing board, administrators, faculty and staff prior to the first year of the Academy and then three days every year thereafter. These are uniform training programs. BCA will institute in- service training for a full two weeks prior to the opening of a new Academy year, and it will cover curricular topics mentioned in the previous answer in addition to the following items: BCA school culture, ethical conduct, relationships with colleagues, parent communications, staff

and scholar dress codes, general support systems, management, technology guidelines, security measures including active assailant training, care line procedures, classroom management and organization, substitute teaching procedures, academic standards training, scholar growth and achievement, scholar discipline, professional development system, certification process, parent newsletters, class schedules and educational programming for ESE, ELL and gifted students. Special attention is given to meeting certification requirements for ESE and ELL.

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.

Administrators and faculty will be required to meet 25 points worth of professional development each year. A point is generally related to a single hour; however, some sessions that constitute one point may go beyond one hour in learning time. All other staff members are required to receive 10 points of job-specific professional development.

BCA will provide in-service training two weeks prior to the start of the school year. It will also strategically operate an early-release schedule during the school year so that time can be set aside for teacher professional development on a weekly basis. These sessions may be scheduled individually, in mentor-mentee pairs, by grade level, by subject area, or for the whole school.

Faculty meetings for the whole school and/or subject area and grade-level teams will be held on a weekly basis, in addition to the professional development schedule outlined above.

The professional development time will be used to strengthen teachers' subject area knowledge, as well as pedagogical expertise. In addition, sessions will include important policy and procedures, such as Family Educational Rights and Privacy Act (FERPA), safety and security protocols, and reporting possible instances of child abuse. Topics will be chosen by the Head of School and Dean, using data from informal and formal teacher observations, as well as state mandates and best practices in faculty development.

The Head of School will delegate the responsibility for a professional development coordinator to an appropriate school leader, who will assist in creating a tracking system that ensures all requirements are met and that in-school time is being used effectively to meet the educational and structural needs of the organization. The Head of School can make adjustments to the schedule as needed.

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.

The governing board will develop a comprehensive marketing and enrollment plan by August 2024 for meeting enrollment goals. It will contract with proven vendors, as needed, to develop and

implement this plan. Some contributing activities are underway at the time of this application. For example, the Academy has developed a website and social media sites; it has begun marketing its digital media in public arenas; and founding board members are leading public information events and maintaining a list that demonstrates interest in a classical education school in Manatee County. If the Academy receives CSP grant funds, the Academy's admission and enrollment practices will comply with federal guidelines and with Section 1002.33, F.S.⁵² Outreach activities will be heaviest from January through July 2026; however, enrollment will begin as early as October 2025. Outreach methodologies include the following: Open houses at the new Academy location; public information events at outdoor markets, fairs, libraries, etc.; website development and promotion; social media platform development; digital and print advertising; search engine optimization (SEO); targeted mailers; a public relations campaign; targeted information events at preschools, youth programs and other places where families of young children gather; and county-specific school choice events.

The Academy will provide specific information on its ESE evaluation procedures and services, as well as opportunities for gifted scholars. It will also develop marketing materials in languages other than English and make available bilingual staff to answer parent questions. The marketing plan will be aimed at attracting scholars who are diverse racially and ethnically so as to accurately reflect the community at large. In the event that enrollment does not accurately reflect the community at large in which the Academy is located, the Board and Head of School will work together to develop plans to determine how the Academy can do more to recruit under represented students.

- 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.

The Academy will attempt to achieve racial and ethnic balance by being open to any student residing within the school district and by openly marketing to every subsection of the potential student population. The Academy will be a public school, and enrollment will not be denied to any eligible applicants based on race, color, national origin, sex, disability, religion, marital status or any other classification protected by law.

- 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.

Enrollment for the first year of operation will begin as early as October 2025 and continue until the Academy has met its projected population or a lottery is required. Families will be able to show interest and apply for enrollment in person and digitally. Students will be assigned a number based on the grade level for which they are applying. If the number of applications exceeds the number of available spaces, enrollment will be awarded to student by a random lottery until spaces are filled. The lottery will run at specific intervals that are established by the governing board in year one and

⁵² Charter Schools Program, Title V, Part B, Non-Regulatory Guidance, retrieved online August 24, 2022, from <http://www.ed.gov/policy/elsec/guid/cspguidance03.doc>

by the Head of School or designee in subsequent years. The waitlist is also randomly assigned. Families are given ten days from notice of acceptance to confirm attendance. If a student's family declines enrollment or fails to respond within the given timeframe, the space will be offered to the next student on the waiting list until all student stations are filled.

In subsequent years, the Academy will provide currently enrolled families with the first opportunity to re-enroll. This shall take place no later than March of each year. Current families may apply for additional children who qualify for preferential enrollment under the sibling preference. Once the Academy has confirmed the number of available spaces for the upcoming academic year, an open enrollment period of at least 30 days will be held. The Academy will conduct a lottery to address applications that exceed available space. A student will have been determined to have accepted enrollment when the family has returned the acceptance letter with appropriate signatures, along with a completed registration packet. Sample registration forms are included in Attachment S. Preferences are given to students who meet these requirements:

- Siblings of scholars who have been accepted or who are currently enrolled at BCA.
- Scholars who are progeny of an employee, or governing board member.
- Scholars who are progeny of an active-duty member of any branch of the U.S. Armed Forces
- Scholars who are attended or are assigned to failing schools, as defined in s.1002.38
- Scholars who are the children of a safe-school officer, as defined in s.1006.12, at the academy
- Scholars who transfer from a classical school in the state.

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.

The founding board members recognize the partnership that must exist between the Academy and the parents/guardians to ensure our scholars develop to their full potential. The governing board will appoint a parent liaison who is a resident of Manatee County to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, resolve disputes and be physically present at all governing board meetings in accordance with state statutes. The information on how to contact the parent liaison will be provided to parents in writing at the beginning of each Academy year, in Academy documents and prominently featured on the website.

Some of the ways that BCA will actively encourage participation of parents/guardians in its activities include the following:

- Parents/guardians are encouraged to develop a parent-led organization to support Academy activities and provide feedback to the Head of School.

- Parents/guardians should participate in the development of the student's IEP or 504 Plan to meet, as required.
 - Parents/guardians should attend conferences with teachers, as appropriate by grade level and as needed to meet a student's specific learning needs.
 - Parents/guardians are invited to participate in roles such as lunchroom monitor, classroom volunteer, after-school club volunteer and field trip chaperone.
 - Parents/guardians are invited to recommend, participate with and lead fundraising activities that support student activities and development.
 - The Head of School and faculty members will allow for two-way communication via email, phone calls and an interactive phone app that is considered safe and free to use for families.
 - The Academy will invite families to attend open house events held at least once per semester.
 - The Academy will notify families of scheduled meetings of the governing board.
 - The Academy will maintain access and alert parents of important communications through its website, social media sites and other communications applications.

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.

The founding board members are building community relationships meant to enhance the educational experience of its student body. BCA will participate in extension services offered by Manatee County School District as needed to serve the best interests of the students. BCA will maximize the terms of its partnerships with Hillsdale College and contracted with service providers who have expertise in charter schools to deliver a top-quality education to all of its scholars. It will also look to partner with local colleges, universities and professional associations that address young people's post-secondary needs as the target population expands into high school. BCA will serve K-4 when it first opens, then it will add one grade level each year until it serves K-8.

In the first year of operation, BCA expects to partner with local organizations such as YMCA, the Boys and Girls Club, private daycare centers and private programs that offer confidence-building activities like martial arts and i9 Sports. These are fee-based programs for after school and during school holidays. Parents/guardians will opt in to participate, and they are responsible for all fees and transportation required. The Academy will negotiate with organizations to establish pricing and schedules that meet the needs of BCA families. The governing board may choose to contract with a single organization to provide an aftercare program onsite. Any aftercare will be an agreement between the parent and service provider. The Academy will not be party to the third-party agreements, and it will not be responsible for the care of the scholar once the scholar is released to the responsible representative of the third-party.

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).

See Attachment T

- 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.

A parent liaison, who must be a resident of Manatee County, will be appointed each year by the governing board to facilitate parental involvement, provide parents with access to information and resolve parental disputes. Parents/guardians will be provided contact information for this person in writing at the start of each school year, and they will be able to easily reach this person via a link/form posted on the Academy's website. Once a dispute has been presented in writing to the parent liaison, the liaison will review it thoroughly, gather information from all parties and meet formally or informally with the parent/guardian. If a dispute cannot be resolved within the Academy and governing board's existing policies, the liaison will present the issue to the full governing board for a final decision at the next regularly scheduled Academy governing board meeting. The governing board's decision is final, provided the dispute does not involve matters related to an individual's protected liberty or property rights, or that provisions of law provide for an alternative process. The process will be distributed to families during orientation, and it will be available on the Academy's website. BCA will comply with provisions enumerated in sections 1001.42(8)(c)1.-6., 1002.20 and 1014.04, F.S. as it relates to parental rights and communication with parents. BCA will notify parents of a change in services regarding a child's mental, physical or emotional health, and the parents may accept or decline services. BCA will not infringe on the rights of the parents to direct the upbringing, education, health care and mental health of a minor child. The governing board will adopt alternative grievance procedures for complaints related to student welfare that are covered in the aforementioned sections of the Florida Statutes.

III. BUSINESS PLAN

Section 16: Facilities

If the site is acquired:

- A. Describe the proposed facility, including location, size, and layout of space.
- 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.

Although a facility has yet to be identified the governing board members have engaged in a contract with FPDino SB, LLC, (see Attachment V 2. Development Agreement FPDino SB, LLC) to be executed upon approval of the charter application, to provide assistance in locating suitable parcel(s) of land or existing building(s) on which to develop the Academy. The contractual agreement includes the additional assistance in the development, financing and construction of building(s) and/or other improvement(s) in which such Academy will operate.

BCA is executing an exhaustive search of available properties within Manatee County boundaries. Recognizing the availability of property in the City of Bradenton, the primary search is focused primarily near the I-75 corridor, north of Highway 64 and south of Highway 301. As stated in Section 2: Target Population and Student Body the intended location for BCA is most likely near the zip code 34212.

We anticipate 55-feet per student for space to house a complete instructional space including traditional classrooms, science labs, resource rooms, office space, a cafeteria space or multipurpose room, food preparation areas, administrative offices, a gymnasium and outdoor fields for playground equipment and athletics to meet or exceed all educational design standards as required by law. The building constructed will serve K-8 (lower school). The Academy will include important technological infrastructure that supports K-8 education. FPDino will coordinate the design process of the facility.

- 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 cost estimates used in the application are provided by FPDino, who has been providing Development Services to Schools across Florida since 1991. They have developed more than 50 public and private School projects since then, with a dozen being Charter School Campuses, beginning with additional classroom modules and new buildings, followed by multi facility campuses. They have produced facilities for both Operators as well for their own portfolio leased back to Operators.

Today FPDino acts as a Consulting Developer for Charter School Operators nationwide. They are involved in the research and qualification of viable sites for campuses and possess the acumen susceptible to garnering entitlements for use approvals required to support education endeavors. Further, they provide the technical team of consultants required to produce the necessary exhibits for: Survey, Civil, Architectural, and Environmental design required for permits to construct education facilities. Finally, they work with national underwriters to facilitate and originate the bond mortgages that will provide the debt necessary to fund the entire project. This is followed by strict supervision of all contract trades to deliver the facility in a timely fashion, matching the needs and intentions of the planned curriculum.

FPDino, will assist BCA with obtaining financing through an Industrial Revenue Bond or if unavailable thru conventional or other available financing, to finance the site acquisition, development, planning, construction of the full buildout facility, and to provide for the initial furniture, fixtures and equipment of the Academy. The application budget includes an amortization payment plan of principal and interest starting in school year 3, which corresponds

with the receipt of Capital Outlay Funds.

The table below lists the Estimated Sources and Uses of the Funds for the 30 Year Term Bond

| Bradenton Classical Academy | | | | |
|-------------------------------------|--------------------------------------|--|----------------|-----------------|
| Charter School Revenue Bonds | | | | |
| 30 Year Term | | | | |
| Estimated Sources and Uses of Funds | | | | |
| Source of Funds | | | | |
| | Sale of Bonds | | | \$19,150,000.00 |
| | Premium From Sale of Bonds | | | 309,000.00 |
| | Total Sources of Funds | | | 19,459,000.00 |
| Uses of Funds | | | | |
| | Construction, A&E, Equipment & Site | | | |
| | Land - 8 Acres | | \$3,500,000.00 | |
| | Soft Costs | | 1,700,000.00 | |
| | Planning | | 150,000.00 | |
| | Architecture & Engineering | | 250,000.00 | |
| | Developer | | 1,986,250.00 | |
| | Infrastructure | | 500,000.00 | |
| | Utilities | | 50,000.00 | |
| | Hard Costs | | 7,200,000.00 | |
| | Insurance | | 25,000.00 | |
| | Research & Qualification | | 250,000.00 | \$15,611,250.00 |
| | Capitalized Interest 1/1/25 - 4/1/28 | | | 2,679,650.46 |
| | Title Insurance | | | 37,289.75 |
| | Debt Service Reserve Fund | | | 600,000.00 |
| | Issuing Costs | | | 550,000.00 |
| | Total Uses of Funds | | | 19,478,190.21 |
| | Adj | | | -19,000.00 |

H. Explain the strategy and schedule that will be employed to secure an adequate facility.

With the signed contract with FPDino, the site search is in progress, and as soon as the charter application is approved, securing of the financial bond will commence immediately.

The following timeline outlines our anticipated schedule for moving into the facility:

- August 2024 – Enact contractual obligations with FPDino, LLC for site identification
- February 2025 - Obtain approval on the charter application
- February 2025 – Select property for purchase
- March 2025 – Complete negotiations for purchase of land
- March, 2025 - Bond underwriting to obtain mortgage to conclude purchase
- May 1, 2025 – Obtain necessary permits for updates
- July, 2025 - Close on Bond
- July 1, 2026 – Complete all necessary updates and obtain a certificate of occupancy

The governing board and FPDino, LLC will work with all governmental agencies that inspect the planning and building of the facility. A non-exhaustive list includes health, fire, police and building inspectors. The facility will have at least its Temporary Certificate of Occupancy no fewer than 15 days before the opening of Academy. The Academy will seek provisions in its building contract to make sure the facility is completed on time by the contractor. The building will meet or exceed all local building, fire and other safety codes as outlined in Chapter 533 Florida Building Code and Chapter 633 Florida Fire Prevention Code. The Academy will have adequate parking for staff and visitors. Student parking will not be necessary in the Academy's first five years, but it will be something that the governing board plans for in advance of its oldest students reaching 16 years of age. The facility will be accessible to persons with disabilities. The building will have a monitored fire and burglary system, as well as all security systems required by law.

I. Describe the back-up facilities plan.

The governing board has every expectation that it will open BCA on time. We also understand unforeseen circumstances can occur. If the Academy opening is delayed, we would take the following

steps: 1) Define specifics of the delay and determine a realistic opening schedule. 2) Coordinate and communicate this information with school district personnel. 3) Determine if the Academy can open on a delayed schedule. BCA would proceed with the following options: 1) If the Academy can open on a delayed schedule, staff will relay all relevant information to the sponsoring school district, parents and students. 2) If the Academy cannot open as a brick-and-mortar school it will temporarily lease appropriate space from a commercial facility plans for temporary space and short- term leases would be in place by February 2026. 3) The Academy would use one of its planning years only if the schedule is such that opening is delayed seven or more months. A certificate of occupancy and any other required documentation shall be submitted to the district at least 15 days before the first day of school.

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.

Families are responsible for meeting their child's transportation needs. If a scholar lives a reasonable distance from the Academy and the lack of transportation is a barrier per applicable law for the child's attendance, BCA will support the family to obtain transportation by:

1. Supporting the family to obtain the Step up For Students Transportation Scholarship, or
2. Will refer the family to the BCA parent group who may be able to assist families in making alternative arrangement by considering coordinating and managing a transportation pool or considering the use of public transportation, or,
3. If the above transportation methods do not meet the needs called for in a student's IEP or 504 plan, as well as the requirements of the McKinney-Vento Act the budget includes transportation funds to meet the individual scholar's needs. If the school adds busing services in future years, the governing board will approve contracts, oversee implementation of the program and ensure that future bus stops are approved by the Manatee County School District Transportation Office. Any changes to an approved plan will be submitted for subsequent approval.

The campus design, including the building, parking areas and access roads, will include separate drop- off points for students who are driven, for those who take public transportation (if this service is available), and for pedestrian traffic. Student parking will be made available during the second building project to make way for student drivers during their junior and senior years. The safety of our students is of utmost importance as we implement a cohesive transportation plan.

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.

BCA will participate in the National School Lunch Program. The Academy will receive guidance from contracted service providers who have expertise in charter schools related to food service contracts. Upon acceptance of this application, the governing board will engage in a request for proposal, as regulated by the Florida Department of Agriculture and Consumer Services and 42

U.S.C 1751(b)(2)(C), including the selection and due diligence, for a food service management company (FSMC). It is to be understood as part of the food service contract that the chosen vendor will provide staff members who will serve the meals. The Academy will comply with the health department's requirements regarding the maintenance of safety protocols and has budgeted for food warmers and refrigeration. If the Academy is not on the CEP program, a cashless system will be implemented, with protection protocols so that there is no identifiable distinction between those students who are free/reduced and those that pay full price. BCA intends to serve breakfast and lunch as part of its Academy lunch program. The vendor must ensure compliance with the National School Lunch Program guidelines regarding well-rounded, quality, and healthy meals. Once BCA is officially part of the NSLP, direct certification reports will be done so that CEP status can be appropriately determined. A staff member will be trained to be the point of contact with FDACS and the food service provider to ensure regulatory compliance at the school level. BCA will participate in annual reviews of its food program. The Operations Manager will be responsible to oversee the food quality, compliance to NSLP, compliance to the Health Department inspections, ensure compliance with the Free/Reduced program, and ensure the financial responsibility of the program.

The FSMC will provide staffing for food preparation, service and cashier service (if not a CEP). The Academy will utilize academy personnel, and parent and community volunteers to manage the cafeteria area for scholar safety. All FSMC and volunteers will abide by the FLDOE required background checks.

Section 19: School Safety and Security

Outline the plan for school safety and security for students, staff, the facility, and property, especially as it relates to the applicable provisions in the Marjory Stoneman Douglas High School Public Safety Act.

Specifically:

- A. Describe what steps the school would take to assure there is a safe-school officer present while school is in session, pursuant to section 1006.12, F.S.

In accordance with Section 1006.12 F.S., BCA will collaborate with the Manatee County School District to determine the best option that best meets the needs of the school to have a safe-school officer (SSO) on campus during the school day at all state required instructional times for the protection and safety of school personnel, property, students and visitors. The SSO will remain visible and present throughout the entire school day to ensure safety. The governing board and Administration will also establish a policy for the use of safe-school officers outside of regular school hours, including after hours, extracurricular hours and for school sponsored events. Upon acceptance of this application, the governing board will ensure there is a trained School Safety Officer, in compliance with the Marjory Stoneman Douglas Act and SB 7030. The governing board will consider all options for a safe-school including School Resource officer (Section 1006.12(1)F.S.); School Safety Officer (Section 1006.12 (2) F.S.); School Guardian (Section 1006.12 (3) F.S.), School Security Guard (Section 1006.12 (4) F.S.). Based on prior consultation with the Manatee School System Office of Safety and Security and the school district's the most likely option to provide "at all times coverage" is to contract with a security company to provide a School Security Guard. The governing board will work with the Manatee School Director of Safety and

Security and the school district's designated School Safety Specialist, per policy 8405, to identify a security company acceptable to the Manatee School Office of Safety and Security.

Pursuant to Section 1006.12(5), F.S., BCA will notify the Office of Safe Schools (OSS) if an SSO is dismissed for misconduct, is disciplined or discharges a firearm in the exercise of his/her duties (other than in training). All SSOs will complete mental health crisis intervention training, and they will have undergone background checks and drug screenings and psychological evaluations, in compliance with the Marjory Stoneman Douglas Act.

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.

In accordance with Section 1006.07(6)(d) F.S. and prior to opening of the Academy the governing board and Head of School will adopt an active assailant response plan. The approval of the active assailant plan will be done in accordance with Florida Statutes and discussed and approved within a shade session of the governing board to ensure any emergency plans of the Academy remain confidential. The BCA plan will align Academy safety and security plans with state and district plans and regulations. Pursuant to Rule 6A-1.0018(17)(a) F.A.C., will include, at minimum, plans and expectations for responding to an active assailant situation using the following three (3) strategies: evading or evacuating, taking cover or hiding and responding to or fighting back. Prior to the first day of school and by October 1st of each year thereafter, the Head of School shall certify all Academy personnel have received annual training on the procedures contained in the BCA active assailant response plan and that training will be documented in the FSSAT, in accordance with Manatee County School District policy 8405(7).

Pursuant to Rule 6A-10018 (16) F.A.C., the governing board and Head of School will develop policies and procedures for emergency and fire drills in consultation with the appropriate public agencies to include, at a minimum, law enforcement, fire service and emergency management which are consistent with the requirements of Rule 6A-10018 (16) (a) F.A.C. Active assailant drills will be coordinated with the Manatee Sheriff's Office to determine which law enforcement officers are responsible for responding in the event of an active assailant emergency and will provide a minimum twenty-four (24) hours' notice prior to conducting the active assailant emergency drill such that law enforcement officers are physically present and directly involved with the active assailant emergency drill unless their presence is deemed unnecessary by the Manatee County Sheriff. Emergency drills and fire drills will be conducted in accordance with developmentally appropriate and age-appropriate procedures as required in Rule 6A-6.03411(2) F.A.C. The specific frequency and timing of emergency drills will comply with Rule 6A-1.0018(16)(d)(2)(a) F.A.C. Fire drills will be conducted monthly in accordance with the Florida Fire Prevention Code specified at <https://www.myfloridafo.com/division/sfm/bfp/florida-fire-prevention-code>. Emergency drills will be conducted six (6) times every school year that are noncurrent with fire drills. One drill will be conducted within the first ten (10) days of the beginning of the school year and the remaining must take place at least every forty-five (45) days that the Academy is in session. Four (4) of the (6) emergency drills will address active threats. The other two drills will address other emergency events such as severe weather, natural disasters, hazardous materials, or reunification.

An after-action report will be completed after each emergency drill or fire drill. After action reports will be submitted to the Manatee County School District Office of Safety and Security for review

within fifteen (15) calendar days following the drill completion pursuant to Rule 6A-10018(16)(b). The after-action report will identify the type of drill, location and date of the drill, participants, and any required involvement of law enforcement or other public safety agencies. The report will describe actions taken, analyze areas of success and where improvement is needed, and include input from participating in public safety agencies and a plan for corrective action. The after-action report will be submitted to the district school safety specialist for review fifteen (15) calendar days following drill completion. BCA will maintain records of all current and prior year active assailant emergency drills and have them accessible at any time with request from the Office of Safe Schools. The records will include the names of law enforcement personnel present for each drill and understand the academy will be subject to unannounced inspections triennially pursuant to Rule 6A-10018(5). Furthermore, BCA understands the Head of School will receive a report of any noncompliance or deficiencies within three days of the inspection and will acknowledge receipt of the report within one day. A written response with remedies is required within three days of the report. A second inspection will be expected within six months thereafter.

The governing board and Head of School will adopt a Family Reunification Plan pursuant to Rule 6A-10018 (18) F.A.C. to reunite students and employees with their families in the event the Academy is unexpectedly closed or evacuated due to a natural or manmade disaster. The reunification plan will be reviewed annually and updated, as needed. The plan will be consistent with Manatee School District policies and will address (a) identification of potential reunification sites; (b) training for employees; (c) multiple methods to effectively communicate with family members of students and staff; and (d) methods to aid law enforcement in student and staff identification.

Pursuant to Rule 6A-1.0018 (19) F.A.C., BCA Governing and Head of School will establish policies pursuant to Section 1008.386 (3) F.S., requiring students in grades six and above be issued student identification card that include telephone numbers for national or statewide crisis and suicide hotlines and text lines.

In accordance with Rule 6A-1.10018 (9) F.A.C., governing board and Head of School will implement the Alyssa's Alert into the emergency policies and procedures in consultation with the Manatee School District Office and Safety and Security, the Manatee County 911 authority and the Manatee County Emergency Management Office to ensure that the system selected integrates with the local public safety answering point (PSAP) infrastructure.

Pursuant with Rule 6A-1.10018 (10) F.A.C., governing board and Head of School will implement FortifyFL and update it within five (5) days of Academy opening or closing and when any other change occurs that impacts the accuracy of the information. BCA will maintain current contact information (telephone number and email address) for each Academy administrator. BCA will promote FortifyFL, advertised on the Academy website, installed on all Academy owned mobile devices, and bookmarked on all BCA computers. BCA will advertise that someone who knowingly submits a false tip through FortifyFL may be subject to further investigation by law enforcement and may be subject to criminal penalties under Section 837.05 F.S. According to Rule 6A-1.10018(10)(d), BCA will ensure instruction on the use of FortifyFL has been provided to scholars within the first five (5) days of each school year in accordance with Section 943.082(4)(b), F.S. Instruction will be developmentally appropriate.

C. Explain how the school will establish a threat management team as required by section 1006.07(7), F.S.

Pursuant with Section 1006.07 (7) F.S., the governing board and Head of School will develop a threat management team. The team's duties will include the coordination of resources, assessment and intervention with students who may pose a threat to the safety of the Academy, Academy staff, or students. BCA will use the statewide behavioral threat management process upon availability as per 1006.07(7)(a). All members of the team must be involved in the threat assessments and management process as well as final decisions. At least one member of the team will have personal knowledge of the individual being assessed. Per s. 1012.01(2) and (3), if no team members have familiarity, a member of administration or instruction may be consulted, but not be involved in the decision process.

The School Based Threat Management Team will be composed of four (4) persons, at minimum, with expertise in counseling, instruction, school administration, and law enforcement. The counseling and law enforcement members must meet the requirements of Rule 6A – 1.0019 (4) (c) (1) and (4) F.A.C. The counseling team member must be a school-based mental health services provider that is able to access student mental health records. The law enforcement team member must be a sworn law enforcement officer, as defined by Section 943.10 (1) F.S., including a School Resource Officer, school-safety officer, or other active law enforcement officer. A school guardian, as defined under Section 1006.12 (3) F.S., or school security guard, as defined under Section 1006.12 (4) F.S., may not serve as the law enforcement member of the threat management team. The BCA SBTMT will be fully staffed before the start of the school year. Those persons appointed to the SBTMT after the start of the year must complete Florida Model training within sixty (60) days of appointment. The BCA SBTMT will meet as often as needed to fulfill the duties of assessing and intervening with persons whose behavior may pose a threat to school staff or students, but not less than monthly pursuant to Rule 6A.10019(4)(f) FAC.

Governing board and Head of School will ensure that all Academy personnel receive youth mental health awareness and assistance training as required by Section 1012.584 F.S. In accordance with Manatee County school district policy 8405, BCA will work with the Threat Management Coordinator and maintain compliance for charter schools as required in the Threat Management Teams section, parts A to H.

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.

Pursuant with Section 1006.07 (9) F.S., the governing board and Head of School will adopt policies to ensure the accurate and timely reporting of incidents related to Academy safety and discipline. The BCA Head of School will follow its Code of Conduct (see Attachment G) and the School Environmental Safety Incident Reporting (SESIR) requirements pursuant to Rule 6A-1.0017 F.A.C. and undergo training as required pursuant with Rule 6A-1.0017 (10) F.A.C. The Head of School will designate the person(s) responsible for SESIR reporting and provide their name, email address and phone number to the Manatee County School District and as required in school district policy 8405 (B) (1-9).

The offense will be reported to the Florida Department of Education. In order to determine whether an incident must be reported in SESIR the BCA Head of School will determine if the incident meets the definitions listed in Rule 6A-1.0017(3) F.A.C and the incident must have occurred on the Academy campus, on Academy-sponsored transportation, during off-campus Academy-sponsored activities, or off campus where the incident is accomplished through electronic means, if the incident substantially disrupts the educational process or orderly operation of BCA. SESIR incidents that meet the requirements of Rule 6A-1.0017 (3)(b) the incident must be reported regardless of whether (1) the incident was carried out by a student, a person other than a student, Academy personnel, or where the person who carried out the incident is unknown; or (2) the victim of the incident is a student, a person other than a student, or where the victim is unknown; or (3) the incident occurred when Academy was in session or not (SESIR incidents occur 365 days a year at any time of the day or night); or (4) Disciplinary action is taken by the Academy; or (5) Law enforcement action is taken by any law enforcement officer or agency; or (6) the offender has the capacity to understand his or her behavior and the inappropriateness of his or her actions (where the offender is a student, school districts may take age, development, and disability into account when determining appropriate discipline); or (7) criminal charge are filed by law enforcement (the school district should review to determine whether the type of incident reported should be modified). Pursuant with Section 1002.33 (9) (r) F.S. Parents of charter school students have a right to access the school safety discipline incidents reported through SESIR.

Pursuant with Section 943.082 (1) F.S., the governing board and Head of School will utilize the FortifyFL suspicious activity reporting tool that allows students, staff and the community to relay information anonymously concerning unsafe, potentially harmful, dangerous, violent, or criminal activities or the threat of these activities to appropriate public agencies and school officials. The governing board and Head of School will promote the use of FortifyFL by advertising on our website, in newsletters, on Academy campus, and in Academy publications, and other feasible means. Student training on the application will be provided within the first five days of the Academy year that is developmentally appropriate and includes the consequences for making false reports or threats.

BCA will also follow 1006.7(6)(f) F.S.S. requirements for specific perimeter and point of access requirements. These requirements include gate or access points, access doors and other points of ingress and egress and classroom doors which will remain closed and locked when students are present on campus. The BCA School teachers and staff will also have student supervisory duties in commons areas assigned as needed during the school day.

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.

A complete five-year budget as well as a budget summary can be found in Attachment X. The Florida Charter School Revenue Estimator for year one is included as Attachment W.

- B. Provide a start-up budget as Attachment Y that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.

See Attachment Y for the startup budget. BCA has secured a loan commitment from Building Hope for up to \$500,000. See Attachment Z. The primary expenses during the planning year are hiring the Head of School for 100%, Secretary for 50%, Registrar 25%, of the year, and pre-purchasing supplies, textbooks, office equipment, supplies for the first day of school. In addition, teachers who are hired prior to June will be provided travel funds for the annual Hillsdale conference training, along with governing board members and the head of school. The remaining cash balance is specifically reserved to be used for cash flow for first one and half months of the fiscal year until the receipt of the first installment of the FEFP funding.

| | Plng Yr | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 |
|--------------------|----------|----------|-----------|-----------|-----------|-----------|
| Interest Payments | \$30,000 | \$30,000 | \$30,000 | \$23,142 | \$15,873 | \$8,168 |
| Principal Payments | \$0 | \$0 | \$114,296 | \$121,154 | \$128,423 | \$136,126 |

- 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.

While BCA may be eligible for additional grants (such as, but not limited to the IDEA, Title II, and Title III grants, and will apply for the Charter School Program Grant) and will be raising funds from outside donors, we have not included any of these funds in the proposed budget.

Whereas all charter schools within same jurisdiction received the Manatee County Referendum funds for the past 6 school years, this budget includes revenue from the Referendum as a revenue source based on the following calculation

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| K-3 Enrollment | 216 | 216 | 216 | 216 | 216 |
| 4-8 Enrollment | 66 | 132 | 198 | 264 | 330 |
| 9-12 Enrollment | 0 | 0 | 0 | 0 | 0 |
| Total Enrollment | 282 | 348 | 414 | 480 | 546 |
| Per Student Amount | \$797.00 | \$797.00 | \$797.00 | \$797.00 | \$797.00 |
| Total Referendum Funds | \$224,754.00 | \$277,356.00 | \$329,958.00 | \$382,560.00 | \$435,162.00 |

In addition, this budget is based on the initial start-up loan indicated above, the FEFP calculation (Based on the 2023-24 school year estimate with slight annual increase), capital outlay (starting in year three) and an Industrial Revenue Bond for the facility and capital costs.

The Industrial Revenue Bond will be obtained to secure the facility and capital assets. The bond will be coordinated through the contractual agreement with FPDino Contract. Immediately upon approval of this application, the founding board and FPDino will begin the process to secure funding. The loan amount is estimated to be \$19,459,000 and use of the funds will include:

| | | | | |
|--------------------------------------|----------------------------|--|----------------|-----------------|
| Construction, A&E, Equipment & Site | | | | |
| | Land - 8 Acres | | \$3,500,000.00 | |
| | Soft Costs | | 1,700,000.00 | |
| | Planning | | 150,000.00 | |
| | Architecture & Engineering | | 250,000.00 | |
| | Developer | | 1,986,250.00 | |
| | Infrastructure | | 500,000.00 | |
| | Utilities | | 50,000.00 | |
| | Hard Costs | | 7,200,000.00 | |
| | Insurance | | 25,000.00 | |
| | Research & Qualification | | 250,000.00 | \$15,611,250.00 |
| Capitalized Interest 1/1/25 - 4/1/28 | | | | 2,679,650.46 |
| Title Insurance | | | | 37,289.75 |
| Debt Service Reserve Fund | | | | 600,000.00 |
| Issuing Costs | | | | 550,000.00 |
| Total Uses of Funds | | | | 19,478,190.21 |
| Adj | | | | -19,000.00 |

D.

P

Provide a detailed narrative description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.

The budget was developed using the Charter Support Unit's (CSU) Budget Template Tool. This allows us to make assumptions based on the enrollment and guides us through the entire development of the comprehensive budget included as Attachment X.

Revenue

Below is a table of our estimated revenue sources, followed by a description of the assumptions we used to develop these revenue estimates.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Unweighted FTE | 282.00 | 348.00 | 414.00 | 480.00 | 546.00 |
| Weighted FTE | 310.67 | 378.13 | 445.58 | 513.04 | 580.50 |
| Assumed FEFP Increase | 1.44% | 1.44% | 1.44% | 1.44% | 1.44% |
| Assumed Categorical Increase | 3.20% | 3.20% | 3.20% | 3.20% | 3.20% |
| Assumed ESE Guarantee Increase | 0% | 0% | 0% | 0% | 0% |
| Per Student Base Allocation | \$5,213.62 | \$5,288.57 | \$5,364.59 | \$5,441.71 | \$5,519.94 |
| Base Funding | \$1,619,724 | \$1,999,755 | \$2,390,377 | \$2,791,817 | \$3,204,304 |
| ESE Guarantee | \$46,725 | \$58,065 | \$70,539 | \$83,013 | \$95,487 |
| Other Categorical FEFP | \$696,985 | \$859,567 | \$1,026,601 | \$1,198,315 | \$1,374,926 |
| Total Calculated FEFP | \$2,363,434 | \$2,917,387 | \$3,487,517 | \$4,073,145 | \$4,674,717 |
| Per Student Average FEFP Total | \$8,381 | \$8,383 | \$8,424 | \$8,486 | \$8,562 |

For the purposes of estimating FEFP revenue, we have started with the 2023-24 revenue estimator. Per the CSU, over the last five years, the average increase to FEFP funds was approximately 2.42%, so the CSU's Budget Template Tool estimated on the conservative side with an increase of only 1.44%.

In addition, we are using the capital outlay calculations based on the 2023-24 school year laws and numbers but are aware of recent statutory changes that will affect the capital outlay funding in the future. We assume that we will be eligible for capital outlay starting year three.

Revenue is also listed on the budget for the lunch program; however, the revenue and expenses are nearly break even. Based on recommended calculations from CSU, we anticipate overall 50% of scholars will participate in the school lunch program. Of the participating scholars 40% of scholars will participate in the free or reduced breakfast, and 15% will pay full price, and 75% will participate in the free and reduced lunch and 50% will pay full price. See the below table for the estimated revenue and expenses of the lunch program. The additional revenue will be utilized to offset administrative overhead burdens incurred by the Academy management and for Academy utilities.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|
| Estimated Daily Breakfasts | 77 | 96 | 114 | 132 | 150 |
| Estimated Daily Lunches | 177 | 217 | 259 | 300 | 342 |
| Total Assumed Revenue | \$117,482 | \$141,768 | \$169,146 | \$195,984 | \$223,362 |
| Total Assumed Expenses | \$115,693 | \$132,254 | \$156,996 | \$181,307 | \$206,149 |

Additional funding will be provided by the Before and After School program. With an anticipation of 5% of scholars using the before school program and 10% using the after-school program, with a staffing ratio of 15:1, staffing will include the below staffing levels as part time employees, with no benefits.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|----------------|--------|--------|--------|--------|--------|
| Morning Care | 2 | 2 | 2 | 2 | 2 |
| Afternoon Care | 2 | 3 | 3 | 4 | 4 |

The initial planned fees for before and after school are: \$5.00 a day for regular morning attendance and \$10.00 for drop-in service, \$15.00 a day for regular afternoon attendance, and \$30 for drop-in services, and \$75 per day for no school day. The below chart demonstrates the expected revenue and expenditures.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|----------------------------|-------------|-------------|--------------|--------------|--------------|
| Total Anticipated Revenue | \$74,205.00 | \$92,430.00 | \$110,025.00 | \$134,474.40 | \$152,666.10 |
| Total Anticipated Expenses | \$50,614.00 | \$59,508.92 | \$59,965.95 | \$71,652.52 | \$72,206.78 |
| Total Excess Revenue | \$23,591.00 | \$32,921.08 | \$50,059.05 | \$62,821.88 | \$80,459.32 |

Lastly, we fully expect that the Academy will be able to obtain the federal CSP grant, other grants available to schools, fundraising, donations, and the referendum funds. However, as stated above, we did not include any of these within this budget. Additional funds received, will be used to accelerate purchases, provide supplemental programs that are not anticipated within the initial plan, and provide higher teacher salaries.

Expenses

Most of the expenses in our budget are based on the number of enrolled students. Therefore, while it is assumed that the enrollment projections are reasonable, if fluctuations are experienced, the budget can be adjusted accordingly to match actual enrollment. The most significant portion of our budget is devoted to salaries, benefits and expenses related to staff. The Academy is dedicated to having the highest quality staff possible. Refer to Section 11 Human Resources (D) for list of staffing projections.

A summary of the total costs involved with staffing is as follows:

| | Plng Year | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------------------------------|-----------|-------------|-------------|-------------|-------------|-------------|
| Gross Salary Amounts | \$123,440 | \$1,476,881 | \$1,708,639 | \$2,104,924 | \$2,365,769 | \$2,650,423 |
| Benefits Amounts | \$8,203 | \$154,770 | \$181,395 | \$221,856 | \$254,491 | \$288,026 |
| Other Employer Costs | \$11,602 | \$132,975 | \$155,554 | \$191,911 | \$216,270 | \$241,875 |
| Total Employee Costs | \$143,245 | \$1,764,627 | \$2,045,587 | \$2,518,690 | \$2,836,529 | \$3,180,324 |
| | | | | | | |
| Total Budgeted Expenses | \$412,715 | \$2,718,730 | \$3,269,950 | \$4,289,815 | \$5,037,998 | \$5,816,670 |
| Percentage of Employee Costs | 34.7% | 64.9% | 62.6% | 58.7% | 56.3% | 54.7% |

The gross salary amounts include Professional Development – Classroom Teacher Salaries to provide additional salary to teachers for their summer-time training in Hillsdale, and additional professional development between July and August to learn the Classical Education model on top of their annual contractual salary.

The benefits amounts calculated in the above table include the Academy contributing \$350 per month for insurance benefits per employee, with a 1-percent annual increase.

A cost-of-living increase of 1% for all employees has been included, to provide the governing board flexibility to provide an annual increase. In addition, a pay for performance plan based on evaluation effectiveness on based on the below schedule is included for teacher salary increase based on the below assumptions.

| | Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|--------------------------|------------------|-----------|-------------------|----------------|
| % of teachers will Score | 10% | 85% | 5% | 0% |
| % increase received | 3% | 2% | 0% | 0% |

An additional \$5,000 per year has been allocated to be paid out as Extra Curricular Stipends for payments to teachers for taking on extra duties for special duties such as clubs and sports.

It is expected that 3 percent of salaries for 100% of the employees for an employer match to retirement plans. The Employer Costs include things like FICA, Unemployment, Worker's Comp, and other costs related to operating payroll.

While it may appear as if items such as rent, computer, technology, and furniture and fixtures are not included within the budget, these items are part of the hard costs to be included in the revenue bond to be secured as part of the capital purchase. If the bond does not come to fruition, these items will be funded by tough management business decisions of reducing other budgetary line items such as but not limited to, reducing reserves, postponing the hiring of an operations manager, art and music teachers, eliminating contributing to board travel and holding textbook expenditures to the Hillsdale recommended budget of \$250 per scholar verses the current budget of \$350 per scholar. See Attachment X for a Budget without the Bond.

While the entire budget template is available upon request, we want to provide a description of the most significant expenses. To provide these descriptions, we have made a list of all budget lines that are over \$5,000 during the first year of operation (excluding the employee costs identified above) and described them below. The numbers indicated below are the amount that is planned to be spent during the planning year and first year of operation.

- Academic Related Leases (5100-360) - \$5000 – This budget line item includes approximately \$5,000 for subscribing to academic software.
- Academic Supplies - (5100-510) - \$37,662 – To purchase academic supplies, we are assuming \$70 per student during the first year, \$50 during the second and a 3% escalator each year thereafter.
- Instructional Textbooks (5100-520) - \$129,120 – As indicated throughout this application, we have worked closely with Hillsdale College in the preparation of this charter application, and they have indicated that the typical costs for textbooks per student is approximately \$250 per student, however to be conservative we estimated approximately \$350 per scholar. We have put most of the initial purchase into the planning year budget and starting in year 2 each year we purchase enough books to cover the new incoming students. Starting in year 4 we will start a textbook replacement plan to replace all books in an individual subject each year.

- Academic Other Personnel Services (5100-750) - \$21,000 – for payroll fees.
- Special Education Professional Services (5200-310) - \$17,640 – As described in the ESE section of this application we intend to use outside contracted service to meet some of the needs for our scholars who have low-incidence disabilities, such as speech and language, occupational therapy, and physical therapy. As such we have assumed such services will average \$70 per hour and have included 7 hours per week for these services during the first year, and then increasing each year thereafter as our enrollment also increases.
- Professional Development (6400) - \$56,365 – Professional development is an essential component to achieving the mission at BCA. We invested heavily in these services. Each teacher will be required to complete classical education instructional training, their first summer of employment, that is provided by Hillsdale College and other summertime training. The following table summarizes our assumptions for professional development. Additional prorated hourly wage for additional summer time training is included in 6400-120 for teacher training as we expect teachers to give up some of their summer time break in their first year of employment with the Academy.

| | Ping Year | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|----------------------|---------------|---------------|---------------|---------------|---------------|
| Workshop / Conference Registration | \$0.00 | \$2,000.00 | \$2,100.00 | \$2,205.00 | \$2,315.25 | \$2,431.01 |
| Onsite Professional Development | \$0.00 | \$1,000.00 | \$1,050.00 | \$1,102.50 | \$1,157.63 | \$1,215.51 |
| PD Supplies (i.e. Books, Materials, etc.) | \$0.00 | \$500.00 | \$525.00 | \$551.25 | \$578.81 | \$607.75 |
| Travel Expenses Related For Prof. Dev. | \$5,400.00 | \$3,000.00 | \$2,400.00 | \$4,200.00 | \$2,400.00 | \$2,400.00 |
| Substitute Teachers for Professional Development | 0.00 | 12.00 | 13.00 | 16.00 | 18.00 | 20.00 |

**Professional Development Total
On Budget**

\$5,400 \$50,365 \$34,719 \$41,318 \$44,000 \$48,289

- Technology Services (6500-310) - \$12,000 – The classical model does not rely heavily on the use of computers for instructional purposes, but we do anticipate that we will need occasional technical assistance with the establishment of the networking and support for teachers. Therefore, we plan to contract with an outside service to provide technical assistance, and have budgeted \$1,000 per month for these services, with a 3 percent annual escalator. As referenced in the Facilities Section, initial computers and technology purchases will be acquired through the revenue bond as a capital purchase.
- Governing Board Professional and Technical Services (7100-310) - \$29,590 – The costs identified here are made up of legal fees related to establishing the Academy (such as for policy legal reviews) and retaining attorneys in the event issues arise which need legal representation (\$2,500 during the

planning and first year), as well as \$6090 for professional development for the governing board to complete the state mandated governance training and to attend the annual Florida Charter School Conference. In addition, we have an outstanding bill of \$18,500 due to an organization that had previously provided professional assistance to us during our initial application development/start-up phase.

- Insurance (7100-320, 7900-320) - \$56,325 – As described in the next section of this application, the Academy intends to comply with best practices and with our charter contract obligations to secure adequate insurance. As such, we have set aside \$40 per student for general liability and professional insurances, as well as \$1.50 per square foot for renters' insurance on the property based on a fellow charter school in the jurisdiction current average cost per square foot and allocated a 5% escalation factor for out years
- District Administrative Fees (7200-730) - \$100,505 – We have set aside 5% of our FEFP revenue on the first 250 students for district administrative fees. While we fully anticipate being a high performing Academy within the first charter contract, we did not include the reduction of administrative fees within our budget.
- Administrative Professional and Technical Services (7300-310) - \$199,278 – We have set aside funding for an ESP for back office support who has expertise in charter school for governance guidelines, strategic planning, facility operations and maintenance, vendor management and bill payment, human resources including payroll and benefits management, budgets and financial reporting support, for the Lottery Management, membership to the Florida Charter School Consortium, and Media Marketing Relations (for Academy leadership guidance to media relations). Additional funding for payroll services is budgeted in individual Object 750 Other Professional Services.
- Administrative Rentals and Subscriptions (7300-360) - \$22,700 – We have set aside funds for leasing of office machine leases for administrative staff and for administrative software licenses.
- Administrative Supplies (7300-510) - \$10,000 – We have set aside \$29 per student for administrative supplies.
- Administrative Materials (7300-622) - \$10,000 – We have set aside a flat rate of \$10,000 for various materials need within the administrative team.
- Administrative – Other Professional Services (7300-750) - \$7,000 – We have set aside \$3,000 to be used for payroll and \$4,000 for payroll services for the planning year and year one.
- Fiscal Services– Other Professional Services (7500-310) - \$10,000 – These funds are set aside for the Annual Audit as required.
- School Lunch Program (7600) - \$115,693 – The Academy intends to participate in the Academy lunch program, as is described previously in this application. Overall, we anticipate the lunch program to come close to breaking even between costs and revenue. We are estimating that about 45% of our students will qualify for free or reduced lunch, and that we will charge other students a reasonable fee to cover the costs associated with lunches. We've also included supplies and furniture required to carry out the program. Overall, the program summarized as follows:

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|----------------------------|-----------|-----------|-----------|-----------|-----------|
| Estimated Daily Breakfasts | 77 | 96 | 114 | 132 | 150 |
| Estimated Daily Lunches | 177 | 217 | 259 | 300 | 342 |
| Total Assumed Revenue | \$117,482 | \$141,768 | \$169,146 | \$195,984 | \$223,362 |
| Total Assumed Expenses | \$115,693 | \$132,254 | \$156,996 | \$181,307 | \$206,149 |

- Information Services (7720) - \$26,390 – We have set aside \$13,000 during the planning and a 3 percent continuation budget every subsequent year to promote the Academy and recruit a wide variety of students to apply to the Academy. This will encompass the activities such as fees for marketing, hosting a website, printing of marketing materials, and social media.
- Facility – Professional and Technical Services (7900-310) - \$59,760 – We have set aside funds for the Security Personal at \$41.50 per hour for 8 hours a day for 180 days of the Academy year with a 3 percent per year continuation budget escalation.
- Facility – Communications (7900-370) - \$12,000 We have set aside \$1,000 per month for internet and telephone services at the Academy, with a 3 percent annual escalator.
- Facility - Other Purchased Services (7900-390) - \$10,884 – We have set aside money for HVAC inspections and maintenance (\$5,000), Inspections (\$2,500) and for a variety of other facilities services, such as pest control, fire alarm and other.
- Facility - Electricity (7900-430) - \$17,766 – We have estimated the cost of electricity at \$1.10 per square foot, with an annual escalator of 3 percent.
- Facility - Supplies (7900-510) - \$7,050 – We have used an estimate of \$25 per student for the cost of facility and cleaning supplies.
- Community Service – Supplies (9100-160) \$32,155.5 – We have set aside these funds for the Before and after school program part-time staffing.
- Community Service – Supplies (9100-510) \$12,200 – We have set aside these funds for the Before and after school program for games, disposable art supplies, after school snacks.
- Debt Service Payments (9200-720) - \$30,000 – Debt service payments for the \$500,000 start up loan.

Reserve Funds - \$118,172– We acknowledge there will be expenses we have not anticipated and additional things that the Academy will be responsible for, therefore we have added 5.0% of FEFP as a reserve fund in the budget. These funds are treated as an expense, and not added to the annual carry over funds, however, in the event the fund is not spent, they will be added to cash on hand for future years. However, it is noted in Year 3 \$60,000, additional funds will be needed for the additional staffing the Academy opens the next phase of education program, middle school, and

takes on additional scholar management responsibilities. Therefore, an additional \$60,000 reserve is budgeted in Year 2, to be utilized in Year 3.

- E. mathematics curriculum and strategies for students who are performing below grade level.
- F. 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 Academy has several options should anticipated revenues not be received or are lower than anticipated. Given that most of the costs that are in the budget are based on a per-student basis, changing the enrollment will automatically adjust the rates for spending proportionately for many of the budget assumptions. The Governing board will regularly review the enrollment targets and budget versus actual reports to measure the progress the Academy is making on meeting its financial goals, and if enrollment or revenues are less than expected will immediately address the concern to adjust the budget as necessary.

To ensure the Academy would be able to operate effectively should it not meet the targeted enrollment numbers, it conducted a stress test of the budget at 50 and 75 percent of the anticipated enrollment. These budgets are available upon request, and the following chart summarizes one possible set of scenarios which could be used to ensure a balanced budget given these enrollment situations. These possibilities do not indicate that this is for sure how the Governing board would operate, the decisions would need to be based on the actual enrollment numbers and situation at the time, but these are indicative of the types of decisions the governing board could make.

| 75 Percent Budget Changes | 50 Percent Budget Changes |
|---|--|
| <ul style="list-style-type: none"> • Anticipated enrollment of 206 students during the first year, and 414 during the final year. • All changes in the CSU template are based on per-student calculations. • Eliminate the Dean/Guidance Counselor position till year 4. • Eliminate Assistant Head of school till year 4 • Eliminate School Nurse till year 4 • Eliminate Office Assistant Position • Reduce Education Assistants to 1 FTE years 3, 4 and 5 • Reduce textbooks to Hilldale recommended \$250/scholar budget • Reduce the salary of the Operation Manager Position • Reduce the reserve fund to 1% for years 3-5 • Restructure the start-up loan so that only 80% is shown as revenue for the planning year, and 20% of the total \$500,000 is shown during Year 1. • Renegotiate Industrial Revenue Bond | <ul style="list-style-type: none"> • Anticipated enrollment of 148 students during the first year, and 276 during the final year. • All changes in the CSU template are based on per-student calculations. • Reduce starting teacher salary to \$50,750 • Reduce Head of School starting salary to \$90k • Eliminate positions the Dean/Guidance Counselor, Operations Manager, School Nurse, Office Assistant • Eliminate Latin teacher till year 4 • Eliminate Art and Music teachers till year 5 • Eliminate in Part-time Education Assistance till year 5 • Reduce stipends for board professional • Combine secretary and registrar to one FTE • Reduce maintenance positions to just one person per year. • Reduce the reserve fund to 1% • Remove retirement matching. |

| | |
|---|---|
| capitalized interest amortization payment schedule down 75%. <ul style="list-style-type: none"> Renegotiate Ancora contract to balance with the reduction in student enrollment | <ul style="list-style-type: none"> Eliminate advanced degree stipends until Year 3. Renegotiate Industrial Revenue Bond capitalized interest amortization payment schedule down 50%. Restructure the start-up loan so that only 80% is shown as revenue for the planning year, and 20% of the total \$500,000 is shown during Year 1 and that it would be interest only payments until the third year of operation. Renegotiate Ancora contract to balance with the reduction in student enrollment |
|---|---|

75% Enrollment

| Ongoing Budget | Plng Yr | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 |
|-------------------|-----------|-------------|-------------|-------------|-------------|-------------|
| Total Enrollment | | 206 | 268 | 308 | 370 | 414 |
| Estimated Income | \$400,000 | \$2,134,859 | \$2,652,049 | \$3,276,938 | \$3,980,068 | \$4,494,051 |
| Estimated Expense | \$309,343 | \$2,070,671 | \$2,633,576 | \$3,266,925 | \$3,954,296 | \$4,419,622 |
| Net Revenue | \$90,657 | \$64,189 | \$18,473 | \$10,013 | \$25,772 | \$74,430 |
| Cash Balance | \$90,657 | \$154,845 | \$173,318 | \$183,331 | \$209,103 | \$283,533 |

50% Enrollment

| Ongoing Budget | Plng Yr | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr |
|-------------------|-----------|-------------|-------------|-------------|-------------|-------------|
| Total Enrollment | | 148 | 170 | 210 | 254 | 276 |
| Estimated Income | \$400,000 | \$1,567,289 | \$1,688,664 | \$2,237,740 | \$2,721,243 | \$2,989,507 |
| Estimated Expense | \$276,342 | \$1,428,143 | \$1,649,758 | \$2,236,353 | \$2,661,887 | \$2,924,626 |
| Net Revenue | \$123,658 | \$139,146 | \$38,906 | \$1,387 | \$59,357 | \$64,881 |
| Cash Balance | \$123,658 | \$262,805 | \$301,711 | \$303,098 | \$362,454 | \$427,336 |

G. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).

In anticipation of FEFP, NSLP and Before and After School revenues not being provided until August, and salaries and other expenses will incur in July, a portion of the \$500,000 cash start up loan is budgeted as a cash reserve to be used for cash management for the first month of the school fiscal year. The 5-year budget is designed to purchase the subsequent school year supplies in the previous school year. Therefore, the start-up loan received in the planning year, will be used to purchase the start-up supplies, and to provide funds as a contingency until the revenue is realized. The second-year school supplies will be purchased at the end of the first-year funds and so on.

- H. 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 for the first year of operation cash flow projections.

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 governing board will annually adopt and maintain the Academy's official operating budget, and it will exercise oversight of operations and finances. In doing these activities, the governing board shall provide for a balanced general operating fund. The governing board shall review financial statements monthly to ensure resources are effectively managed. It shall be the governing body's responsibility to retain a CPA or auditor for the annual financial audit, review and approve audit reports including audit findings and recommendations for a financial recovery plan and monitor a financial recovery plan to ensure compliance. One member of the governing board will hold the title of treasurer. The treasurer shall maintain records of all funds in the name of the corporation in conjunction with the Academy's bookkeeper. The treasurer will work closely with a financial services firm to ensure back-office services run effectively and efficiently at the Academy. Current financial records shall be maintained, and reports on the financial status of the corporation shall be submitted at all governing board meetings with copies to be provided for the chairman's file on a digital cloud storage system, such as Google Drive or an equivalent system.

The governing board recognizes that financial management is crucial to the success of the Academy. Governing board members shoulder a high level of responsibility, which is compounded by the fact that a charter Academy is run based on the use of public funds. The governing board acknowledges that this responsibility cannot be shifted to a third party. Conversely, the governing board recognizes the value of engaging an appropriate third-party organization to provide financial services since charter schools are a unique niche in the financial services industry. BCA will contract with service providers who have expertise in charter schools, to meet the following criteria; however, this is not an exhaustive list:

- Educational institutions should be the cornerstone of the practice.
- Members of the financial team should be experienced in working with educational institutions, and specifically charter schools.
- The accounting software must be designed for nonprofit and governmental agencies.
- The accounting software must integrate general ledger, accounts payable, accounts receivable, payroll and bank reconciliation functions. Transactions must be searchable by fund, function, object and project.
- The firm must be able to keep general ledgers and books of original entry in accordance with state requirements, and source documents that support transactions must be preserved.
- The firm must be able to prepare financial statements in accordance with generally accepted accounting principles and in compliance with the Red Book.
- The firm must be experienced in preparing annual budgets and show a history of clean audits.

Using a highly qualified third-party service provider for financial services will enhance the governing board's capacity to provide quality oversight. The governing board has not yet chosen the third-party provider until the final approval of this application and budget.

The governing board will ensure that appropriate financial statements are maintained to allow for projections of budget performance and cash balances throughout the fiscal year, thus allowing BCA to adjust activity as necessary to maintain fiscal integrity. The accountant will prepare the annual budget in cooperation with the Head of School and governing board outlining all anticipated revenues and expenditures by object and function. The budget will be submitted annually to the governing board for approval. Upon approval, a copy of the budget will be filed with the governing board minutes into public record, a copy will be held on the Academy's physical site, a copy will be posted to the Academy's website, and a copy will be provided to the sponsor. The accountant, on behalf of the Academy, shall prepare and maintain monthly financial statements, which shall include a balance sheet and a statement of revenues, expenditures and changes in the fund balance. The monthly financial statements shall be prepared in accordance with the function/object dimensions prescribed by the Florida Department of Education publication, Financial and Program Cost Accounting and Reporting for Florida Schools, also called the Red Book. The Academy, in conjunction with the accountant, shall prepare and maintain all reports required to be filed with U.S. and Florida governments. Such reports shall include but are not limited to payroll tax returns and any required filing related to the Academy's nonprofit status. Unless otherwise exempted by FSS. 1002.33, F.S., the Academy will complete federal and state reports in accordance with the timelines and specifications of the Florida Department of Education.

- B. Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.

Upon acceptance of the application, the school will adopt a manual of financial policies and procedures. This manual will outline specific rules that apply to employees in regard to making purchases on the Academy's behalf. No individual at the Academy level will have purchasing authority for more than \$100 without first seeking approval of the Head of School. The Head of School will seek the approval of the governing board for all purchases that are not already budgeted for and that cost more than \$10,000. The Head of School will assume responsibility for the day-to-day oversight of the budget in conjunction with the governing board treasurer.

Internal Controls

Internal controls are based on sound practices, such as segregation of duties or compensating controls, limited access to cash and regular reporting to the governing board and sponsor. The process also emphasizes the seamless and convenient delivery of service so that Academy staff can easily comply with internal controls and spend their time and efforts on developing scholars. The internal control policy of the Academy shall be guided by the following broad principles:

- Responsibility is clearly established.
- Adequate records are maintained.
- Assets are insured and inventoried
- Appropriate employees are bonded.
- Adequate procedures for cash receipts, cash disbursements and record keeping are in place and regularly reviewed.

- The Academy will undergo independent audits at regular intervals.

Specific internal controls include the following items:

- Only one primary operating bank account will be maintained for the academy.
- The bank statement will be mailed from the bank directly to the academy for review.
- Bank statements will be reconciled monthly by the third-party accountant and provided to the Head of School and governing board treasurer to ensure timely discovery of errors.
- Items outstanding for 180 days will be investigated.
- All funds will be deposited to the bank account on a daily or whenever practical basis. 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. Computer generated numbered checks will be used, and voided checks will be maintained to complete the number sequence. (Academy personnel may be permitted use of a debit/credit card for emergency purchases or to facilitate local transactions where a card is required. If the academy determines a petty cash fund is critical to operating efficiency, the Governing board may authorize establishment of the fund. This fund is only resupplied after reconciliation of prior use with a complete and full accounting of expenditures supported by receipts.
- Checks will not be pre-signed under any circumstances.
- Checks for expenses other than payroll are issued upon the Head of School's verification of receipt of the goods/services ordered in good condition/correct quantity. The academy will authorize the accountant to make disbursements for contracted services, leases, notes payable, ongoing commitments, etc., payables for goods/services that are confirmed as rendered/received by the academy and within limits of the approved budget. Payroll is done once the Head of School has approved the payroll report, which is constructed with input from the bookkeeper and accountant.
- Appropriate documentation will be maintained for disbursements (invoice, contract, etc.).
- All invoices are reviewed by the Head of School for approval before a check is issued.
- Employees are paid timely and accurately
- Appropriate legal forms must be completed prior to employees being paid.
- Investment activity will comply with Section 112.661, F.S.
- Property will be tagged and categorized (CSP Grant, furniture and equipment over \$1,000, computers and printers, textbooks (excluding scholar workbooks), other reusable curriculum material (PE, Science, and Math equipment/supplies).
- Property will be inventoried at least annually, and CSP Grant property as directed by FLDOE.
- Discrepancies in the property inventory will be investigated and reconciled (missing or damaged textbook or another reusable curriculum will be reimbursed by a student's guardian).
- Financial statements will be reviewed by the governing board at scheduled governing board meetings, evidenced by action.
- Budgets will be approved by the governing board prior to the start of a new fiscal year as evidenced by action.
- Budget amendments will be approved by the governing board.
- Financial reports will be submitted to the sponsor as required.
- Academy financial records, including files for receipts, invoices, bank statements and canceled checks will always be kept up-to-date and fully accessible.
- An annual audit will be conducted by an independent CPA.

- Under no circumstances are Academy funds to be used for personal benefit or gain of administration or staff.

Detailed financial statements will be prepared monthly for analysis by the governing board. These financial statements will be reviewed by governing board members at scheduled meetings and will be submitted to the sponsor for monitoring/review. The monthly financial statements will comply with Rule 6A- 1.0081, F.A.C., and they will include balance sheet, revenue and expense report, year-to-date comparison of budgeted vs. actual revenues and expenditures, notes to accompany financials including actual enrollment at the time the statement is submitted, projected enrollment for the current Academy year and 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 governing board as applicable.

During the first year of operations, beginning with the September financial statements, the governing board will receive a projection of both cash and budget performance monthly, including projected cash deficits and proposed budget amendments. Upon approval of this application, the governing board will approve and adopt a financial policy and a procedures manual,

Regular Governing board Review of Financial Statements

The governing board will establish a procedure for review of financial statements provided to the school district. We expect the accountant to follow the following process: First, the accountant will prepare monthly reports based on actual revenues and expenses for the Academy, along with a budget- to-actual comparison. Next, these reports are delivered to the Academy for the Head of School's review and approval. Finally, the accountant presents the financial reports to the governing board for its review, comment and approval at a regularly scheduled governing board meeting.

Annual Audit

An annual independent financial audit report as required by Section 218.39, F.S., will be furnished to the governing board to provide an overview of the Academy's short- and long-term financial condition, as described in paragraph c.

- C. Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.

BCA will adhere to the audit selection requirements per Florida Statutes and Auditor General Requirements. This ensures that the Audit Report Checklist pursuant to Section 11.45(3)(a), F.S., accompanies the audit in a timely manner in compliance with the established charter contract. The auditing firm shall be selected in accordance with Section 218.391, F.S., through a request for proposal (RFP) process in which proposals are only accepted from qualified firms. Firms with prior charter school experience will be preferred in the selection of an auditing firm. In accordance with Section 218.391, F.S., the governing board will form an audit committee to oversee annual audits for BCA. The audit committee will be chaired by the governing board treasurer. The audit report will be an agenda item at specific governing board meetings, and findings sought and recommendations implemented to improve the governing board's effectiveness of oversight. The Audit Committee will adhere to Section 218.391(3), F.S., when conducting the RFP process and selection of an auditor.

The audit report will include a complete set of financial statements and notes on the statements and will be prepared in accordance with generally accepted accounting principles and GASB 34. The firm selected to conduct the audit will report its results to the governing board and sponsoring school district by the date specified in the charter contract.

D. Describe the method by which accounting records will be maintained.

Student and financial records will be maintained in accordance with the General Records Schedules GS1-SL and GS7, as authorized by the Florida Statutes. A record is defined as any pertinent information no matter the type of media on which it is stored. Financial records will be held in electronic and paper formats. Permanent documents, such as deeds, mortgages, leases, etc., will be kept in secure, locked, fire-proof cabinets. Electronic documents will be stored in Cloud format, for example, via Google Drive. The governing board will maintain electronic record storage in a Cloud-based storage system so that all members can access these records. Cloud storage is used for all pertinent governing board information documents to ensure continuity of governance if/when membership on the governing board changes. The Academy will comply with the General Records Schedule for local government agencies pursuant to Chapters 119 and 257 of Florida Statutes.

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.

BCA will comply with all requirements to ensure financial transparency. There are overlapping layers of financial transparency required of charter schools:

- 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.
- Charter schools are bound by Florida's Government in the Sunshine law. This law requires public notice of and the opportunity for public participation in governing board meetings. The Public Records Act requires public access to records and documents. The Academy's budget, and any amendments thereto, will be adopted at properly noticed meetings, in accordance with Florida's Sunshine Law.
- Charter schools must submit annual and monthly financial reports to their authorizer in accordance with Section 1002.33(9)(g), F.S. Section 1002.33 (9)(p), F.S., requires charter schools to provide access through a website to the annual budget and independent audit, as well as to meeting minutes of the Governing board.

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.

BCA will contract with service providers who have expertise in charter schools to provide back-office support and support for governing board governance guidance, strategic planning, facility operations and maintenance, vendor management and bill payment, human resources, budgets and financial reporting, IT networking, school security, enrollment services and public relations. The financial contracted service providers will provide comprehensive financial services including

accounts payable, general ledger maintenance, financial statement preparation, cash management, budgeting, grant reporting, payroll processing and payroll return preparation. The fee for accounting services is budgeted \$250 per scholar. The governing board will contract with an independent auditor, which will be selected upon approval of the application. In accordance with Section 218.391, F.S., the governing board will form an audit committee to oversee the annual audits, and that committee will be chaired by the governing board treasurer.

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, F.S. "Record" includes any pertinent information, regardless of the media stored upon. Therefore, written records, audio recordings, video recordings, disks, etc., are all considered records. 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. The electronic documents will be stored in cloud format. The governing board maintains electronic record storage in a secured cloud-based shared drive that is accessible to all members. This cloud storage is used for all pertinent governing board information and documents to ensure continuity of governance if governing board members were to change.

H. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance, and directors' and officers' liability coverage.

BCA will provide evidence of insurance consistent with the agreed to limits and requirements that will be negotiated into the charter. The Academy will only acquire insurance from a carrier authorized by the Florida Department of Insurance 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. We anticipate that those requirements will be similar to the following:

- Health Insurance: BCA will provide health and other group insurances to employees in amounts competitive with other employers.
- Worker's Compensation Insurance: BCA will hold Worker's Compensation Insurance on its employees at \$1 million per incident, \$1 million per employee for disease and \$1 million policy limit on disease.
- Commercial General Liability Insurance: \$1 million per occurrence/\$3 million annual aggregate. The coverage for property damage may be subject to a maximum deductible of \$1,000 per occurrence.
- Property Coverage: BCA will carry property coverage insurance on all real and tangible property with a value greater than \$500.
- School Leaders Errors and Omissions Insurance: \$1 million dollars per claim/annual aggregate, maximum \$25,000 deductible.
- Fidelity Bonds: BCA will carry fidelity bonds (limits as per charter agreement) on all employees whose duties include receiving or disbursing cash.
- Automobile Liability Insurance: \$1 million per occurrence/\$3 million annual aggregate including all owned, hired and non-owned automobiles.
- 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)
 - ii.** Identifying and securing facility
 - iii.** Recruiting and hiring staff (leaders, teachers, and other staff)
 - iv.** Staff training
 - v.** Finalizing curriculum and other instructional materials
 - vi.** Governing board training
 - vii.** Policy adoption by Board (if necessary)
 - viii.** Recruiting students
 - ix.** Enrollment lottery, if necessary
 - x.** Establishing financial procedures
 - xi.** Securing contracted services
 - xii.** Fundraising, if applicable
 - xiii.** Finalizing transportation and food service plans
 - xiv.** Procuring furniture, fixtures and equipment
 - xv.** Procuring instructional materials

The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor. A formal timeline may be negotiated in the charter agreement)

| Table 22.1: Startup Schedule | |
|--|---|
| i. Securing legal status | Established |
| ii. Identifying and securing facility | Search is underway; location will be secured by October of 2024; campus will be completed and ready for students prior to the start of school in 2026 |
| iii. Recruiting and hiring staff | Head of School will be the first hire and will be in place by July 2025. Head of School will hire the full staff by July 2026 |
| iv. Additional Staff training | By August 2026 |
| v. Finalizing curriculum and instructional materials | March - June 2026 |
| vi. Governing board training | Within 90 days of execution of the charter contract |
| vii. Policy adoption by the governing board | Upon approval of application, this process will begin; policies will be fully adopted before October 2025, when enrollment activities begin |
| viii. Recruiting students | October 2025 - till filled |
| ix. Enrollment lottery, if necessary | April 2026 |
| x. Establishing financial procedures | Upon approval of application, establishing financial procedures will begin; policies will be fully adopted before October 2025 |
| xi. Securing contracted services | January - June 2026 |
| xii. Fundraising, if applicable | Currently underway |
| xiii. Procuring furniture, fixtures and equipment | January - May 2026 |
| xiv. Procuring instructional materials | January - July 2026 |

Our plan reflects realistic timeframes and includes critical elements required for the Academy to be launched in a timely and quality manner. The appropriate legal status is procured. As the plan is implemented, each of the items will be assigned to appropriate experts on staff or an external expert (e.g., attorney, architect, accountant, contractor, etc.). This plan can be executed well within the time allotted with clearly documented expectations, appropriate resources, and highly qualified people.

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 preoperational year; 2) the first year of operation; 3) at the end of the charter term; and
4) when the school reaches full capacity, if in a year beyond the first charter term
- N. Job description for the school leader and, if this person is already identified, his or her resume
- O. If the school leader is not yet identified, the qualifications the school will look for in a school leader
- P. Job description(s) and qualification requirements for each administrative or leadership position other than the school leader
- Q. Job description(s) and qualification requirements for the school's teachers
- R. Personnel policies, if developed
- S. Student enrollment application
- T. Evidence of demand for the school (e.g. petitions or intent to apply forms) or support from intended community partners (e.g. letters of intent/commitment, memoranda of understanding, or contracts), if applicable
- U. Evidence of facility funding sources, if applicable
- V. Draft rental agreement or lease for facility, if applicable
- W. Florida Charter School Revenue Estimating Worksheet
- X. Proposed Operating Budget
- Y. Proposed Startup Budget
- Z. Evidence of external funding (e.g. foundations, donors, grants), if applicable.

Addendum (as applicable)

- AA. Commissioner's letter(s) of verification of high-performing status
- BB. ESP's organization chart
- CC. ESP's organization chart after any anticipated growth
- DD. Applicant history worksheet (*Form IEPC-M1A*, found at:
<http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference>)
- EE. Draft contract between school and ESP
- FF. Applicant may attach up to an additional ten pages of supplemental material.

ATTACHMENT A

Not Applicable

ATTACHMENT B

Sample Daily School Schedule

Exact time schedules will be determined during the planning and implementation phase once the application is approved. The schedule provided in this attachment is a possible outcome of the process. BCA will use resources provided in the *K-12 Program Guide*, specified for use by charter schools affiliated with Hillsdale College's Barney Charter School Initiative, to complete the most productive daily schedule.

BCA will determine its hours of operation to meet or exceed the statutorily required instructional hours (s.1011.61, Florida Statutes). The example on this page demonstrates a K-6 school day that begins at 7:55 a.m. and finishes at 3:25 p.m.

| Start Time | Kindergarten | 1st | 2nd | 3rd | 4th | 5th | 6th |
|------------|--|----------------------------------|----------------------------------|----------------------------------|------------------------------|------------------------------|-----------------------------|
| | <i>Please refer to the accompanying Class Schedules Principles document when creating your school's schedule. This document is one example of how to incorporate those principles in grades K-6.</i> | | | | | | |
| 7:30 AM | Teacher Arrival | | | | | | |
| 7:35 AM | Drop off, Preparation, & Tutoring | | | | | | |
| 7:40 AM | | | | | | | |
| 7:45 AM | | | | | | | |
| 7:50 AM | | | | | | | |
| 7:55 AM | | | | | | | |
| 8:00 AM | Introduce New Spelling Words | Introduce New Spelling Words | Partner Reading Practice | Review & Practice Spelling Words | Introduce New Spelling Words | Introduce New Spelling Words | Math |
| 8:05 AM | | | | | | | |
| 8:10 AM | | | | | | | |
| 8:15 AM | | | | | | | |
| 8:20 AM | Review & Practice Spelling Words | Partner Reading Practice | Introduce New Spelling Words | Introduce New Spelling Words | | | Science |
| 8:25 AM | | | | | | | |
| 8:30 AM | | | | | | | |
| 8:35 AM | | | | | | | |
| 8:40 AM | Literature | Review & Practice Spelling Words | Review & Practice Spelling Words | Partner Reading Practice | Literature | Literature | Science |
| 8:45 AM | | | | | | | |
| 8:50 AM | | | | | | | |
| 8:55 AM | Bathroom Break | Literature | | | | | |
| 9:00 AM | | | | | | | Composition/ Grammar |
| 9:05 AM | | | | | | | |
| 9:10 AM | Partner Reading Practice | | Literature | Literature | Greek & Latin Roots | Greek & Latin Roots | |
| 9:15 AM | | Bathroom Break | | | | | |
| 9:20 AM | | | | | | | Composition/ Grammar |
| 9:25 AM | Review & Practice Spelling Words | Review & Practice Spelling Words | | | | | |
| 9:30 AM | | | | | | | |
| 9:35 AM | | | | | | | |
| 9:40 AM | | | | | | | History |
| 9:45 AM | Recess/Snack | Math | Math | Math | History | Science | |
| 9:50 AM | | | | | | | |
| 9:55 AM | | | | | | | |
| 10:00 AM | | | | | | | Snack |
| 10:05 AM | Math | Recess/Snack | | | | | |
| 10:10 AM | | | | | | | |
| 10:15 AM | | | | | | | |
| 10:20 AM | | | History | Science | | | History |
| 10:25 AM | | | | | | | |
| 10:30 AM | Art/Music | PE - 4 days / MFL - 1 day | | | | | |
| 10:35 AM | | | | | | | |
| 10:40 AM | | | | | | | Latin |
| 10:45 AM | | | | | | | |
| 10:50 AM | | | | | | | |
| 10:55 AM | Math | Literacy Practice | PE - 4 days / MFL - 1 day | Art/Music | | | |
| 11:00 AM | | | | | | | Latin |
| 11:05 AM | | | | | | | |
| 11:10 AM | | | | | | | |
| 11:15 AM | Lunch | Math | | | Composition/ Grammar | Composition/ Grammar | |
| 11:20 AM | | | | | | | Latin |
| 11:25 AM | | | | | | | |
| 11:30 AM | | | | | | | |
| 11:35 AM | Recess | Lunch | Art/Music | PE - 4 days / MFL - 1 day | | | |
| 11:40 AM | | | | | | | Art/Music |
| 11:45 AM | | | | | | | |
| 11:50 AM | Bathroom | | | | | | |
| 11:55 AM | | | | | | | |
| 12:00 PM | | Recess | Lunch | Lunch | Literacy Practice | Literacy Practice | Art/Music |
| 12:05 PM | History | | | | | | |
| 12:10 PM | | Bathroom | | | | | |
| 12:15 PM | | | | | | | |
| 12:20 PM | | | | | | | Lunch/Recess |
| 12:25 PM | Literacy Practice | | | | | | |
| 12:30 PM | | | | | | | |
| 12:35 PM | | | | | | | |
| 12:40 PM | | | | | | | Lunch/Recess |
| 12:45 PM | PE - 4 days / MFL - 1 day | | | | | | |
| 12:50 PM | | | | | | | |
| 12:55 PM | | | | | | | |
| 1:00 PM | | | | | | | Literature |
| 1:05 PM | Bathroom | Bathroom | Math Extension/ Remediation | | | | |
| 1:10 PM | | | | | | | |
| 1:15 PM | | | | | | | |
| 1:20 PM | Literacy Practice | | | | | | Literature |
| 1:25 PM | | Science | | | | | |
| 1:30 PM | | | | | | | |
| 1:35 PM | | | | | | | |
| 1:40 PM | | | | | | | Math Extension/ Remediation |
| 1:45 PM | Math | | Review & Practice Spelling Words | | | | |
| 1:50 PM | | Literacy Practice | | | | | |
| 1:55 PM | | | | | | | |
| 2:00 PM | | | | | | | Math Extension/ Remediation |
| 2:05 PM | Literacy Practice | Recess | Literacy Practice | | | | |
| 2:10 PM | | | | | | | |
| 2:15 PM | | | | | | | |
| 2:20 PM | | | | | | | Study Hall |
| 2:25 PM | Recess | | | | | | |
| 2:30 PM | | Art/Music | | | | | |
| 2:35 PM | | | | | | | |
| 2:40 PM | Literacy Practice | | | | | | Study Hall |
| 2:45 PM | | | | | | | |
| 2:50 PM | | | | | | | |
| 2:55 PM | | | | | | | |
| 3:00 PM | Science | Literacy Practice | Science | Review & Practice Spelling Words | | | PE |
| 3:05 PM | | | | | | | |
| 3:10 PM | | | | | | | |
| 3:15 PM | | | | | | | |
| 3:20 PM | | History | | History | Art/Music | History | PE |
| 3:25 PM | Literacy Practice | | Literacy Practice | | | | |
| 3:30 PM | | | | | | | |
| 3:35 PM | | | | | | | |
| 3:40 PM | | | | | | | Dismissal & Tutoring |
| 3:45 PM | | | | | | | |
| 3:50 PM | | | | | | | |
| 3:55 PM | | | | | | | |
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ATTACHMENT C

Sample Curriculum Scope and Sequence

K-12 Program Guide® is a specific grade-by-grade curriculum of common learning in language arts, history, geography, mathematics, science and fine arts. This curriculum will be used in grades K- 8 at BCA. Required supplemental resources for English language arts will include *Literacy Essentials* (grades K-2) and *The Well-Ordered Language* (grades 3-8). For mathematics, scholars in grades K-8 will learn via the Singapore Math program. The K-8 scope and sequence provided with this application per subject area is from the 2023 Edition of the K-12 Program Guide® (357 pages).

Hillsdale College *K-12 Program Guide*

BCA will use curricular recommendations set forth in the Hillsdale College *K-12 Program Guide* in ways that support successful implementation of a classical education program and that meet standards set by the Florida Department of Education. BCA is provided access to this resource by way of a license agreement (currently provided through a Letter of Intent between BCA and Hillsdale College). The *K-12 Program Guide* is a comprehensive scope and sequence for all classes and grades from Kindergarten through high school graduation, including annually-updated resources to ensure that teachers and students have the necessary texts and materials to follow the scope and sequence. BCA will modify the *K-12 Program Guide* as necessary to follow Florida state standards and high school graduation requirements.

While BCA intends to make printed copies of the *K-12 Program Guide* available to teachers and viewable by parents upon request, Hillsdale College limits online access to the *K-12 Program Guide* under copyright and trade secrets provisions. Authorizers are permitted to view the *K- 12 Program Guide* through the following means:

1. Visit URL: <https://hillsdale.box.com/v/ProgramGuideReview>
2. Enter the following password when prompted: An American Classical Education

Hillsdale College reserves the right to change the URL or the password. Questions or concerns regarding access can be directed to the Hillsdale College K-12 Education Office at k12@hillsdale.edu.

ATTACHMENT D

Reading Curriculum

BCA will implement a reading program that is grounded in the traditions of classical education, the most current literacy research and Section 1002.33(6)(a)(4) and (7)(a)(2), Florida Standards. Our program will be developed to help scholars excel whether they perform below, at or above grade level. BCA will employ the following elements to ensure reading achievement and growth for each and every scholar:

- **A whole-school approach:** All school members pledge to and actively engage in effective reading instruction.
- **Teacher-directed instruction:** The guiding principle for most K-12 instruction is teacher directed, which takes the form of lecture, story, read-aloud and teacher-led discussions.
- **Socratic Seminar:** Teacher-led discussions model inquiry and analysis for scholars as a way to prepare and engage them in the open-ended Socratic dialogues that can enhance literacy practices in high school.
- **Professional development:** Faculty members will be equipped prior to opening of the academy and once it is operational with continuing education in instructional strategies, differentiation in reading, selected curriculum including literary choices and time-tested literacy practices inherent in this educational model.
- **Scholar assessment:** Teachers will use formal and informal assessments to monitor scholar progress and diagnose and prescribe interventions for struggling readers.
- **System-wide evaluation:** Administrators ensure that faculty members have the resources they need to be highly effective; they perform teacher observations and critiques; and they periodically review and analyze results of classroom data to assess the overall effectiveness of the educational program.

BCA will use Renaissance Learning's Star assessments to evaluate reading readiness and progress in grades K-2. It will use the state-approved benchmark exams, Florida Assessment of Student Thinking (FAST), for grades 3-10. These assessments are administered three times per year within specific time periods established annually by the Florida Department of Education. BCA could choose to add other assessment tools, such as i-Ready or DIBELS, to help create effective ability-level groupings.

Reading for Scholars at Grade Level or Higher

Teaching scholars to read and imparting enthusiasm for reading will be BCA's primary focus during the early elementary years. As scholars transition from learning to read to reading to learn, the curriculum will shift. In grade 3 and higher, scholars are introduced to great works of literature. The development of reading skills is supported fully by the sequence of the curriculum: Scholars write, spell, read and do phonics education in grades K-2; they are exposed to grammar and composition at varying levels of difficulty in grades 3-8; they experience reading for the purpose of logic and rhetoric in grade 9; they participate in ELA electives in grades 10-11; and grade 12 culminates with researching, writing and presenting a senior thesis. Reading achievement is essential to each level of learning. The reading program is based on curricular resources such as the K-12 Program Guide®, the Orton- Gillingham-based *Literacy Essentials* (grades K-2), the Rigg's Institute's *The Writing & Spelling Road to Reading & Thinking* and *The Well-Ordered Language* (grades 3-8). It guides teachers to incorporate into their ELA instruction age- and reading-level appropriate literature and relevant primary sources that demonstrate historical perspectives and scientific discovery.

Once scholars demonstrate reading basics, comprehension exercises will be gradually replaced by more complex levels and uses of literature. Literature in grades 3-5 will expose learners to cultural literacy and understanding, thereby allowing them to understand the literary traditions that they have inherited from characters like Robin Hood and writers like Robert Louis Stevenson. Literature in the upper grade levels has a similar purpose with the additional benefit of scholars reading the works in their original form. This develops a personal understanding of language. Texts increase in difficulty and depth. Scholars expand vocabulary, become experts at grammatical analysis and participate in varying levels of classroom discussions. They are presented with stories that are gripping and meaningful and that have captivated multiple generations.

Reading for Scholars Below Grade Level

Our faculty will ensure that time is allotted for focused, explicit instruction when scholars require intensive reading instruction. Instruction is targeted at specific areas of need identified through formal and informal assessment results. All scholars who score below a specific level on Star or FAST assessments will receive additional time and resources. Scholars performing below grade level in reading should be making at least one year of learning gains during one academic year.

A system of continuous improvement and response to intervention are used. These allow faculty to: Identify specific needs; provide explicit instruction followed by guided and independent practice with clear, corrective feedback; assess to determine mastery; and reteach content or foundational skills as necessary. Faculty will select from a wide range of reading strategies in their instruction. These include but are not limited to think-alouds, explicit modeling, clearly stated lesson goals and objectives, organizers, guided reading, choral reading, cloze reading, silent reading with a clear task, echo/alternative reading with a partner, questions and discussions, vocabulary development and book sharing. The schedules for these learners may also include small-group or individualized instruction.

English language arts teachers at BCA will be required to have at the time of hiring or to accomplish within a reasonable time period the Reading Endorsement or Certification in Reading (K-12). Faculty members must show evidence of success. Classroom infrastructure, such as class size and curricular materials, must be adequate to implement differentiated reading instruction.

A reading intervention course for the BCA learner who requires it will include the following elements: Whole-group, explicit instruction; small-group differentiated instruction; independent reading instruction; utilization of classroom library materials; integration of state benchmarks; a focus on informational text at a ratio matching the Star or FAST progress monitoring instruments; and opportunities to accelerate achievement. The academy will implement the Multi-Tiered System of Support (MTSS) and Positive Behavior Intervention Systems (PBIS). MTSS focuses on meeting academic needs while PBIS creates positive behavioral outcomes. Both contribute to higher literacy levels. Scholars who begin the year below grade level or who have consistently struggled academically benefit from a full system of support. MTSS is a framework that improves rates of academic success and engagement across a population with diverse learning needs. A full description of the increasing levels of support can be found earlier in this section.

ATTACHMENT E

Bradenton Classical Academy Scholar Progression Strategy

Introduction

Bradenton Classical Academy has organized a scholar progression strategy to share with parents, scholars, faculty the BCA School Board rules and administrative procedures followed to ensure state legislative and BCA scholar progression requirements.

This strategy was created using best practices for classical education from the Hillsdale College Barney Charter School Initiative (BCSI) and Naples Classical Academy, with permission given by BCSI. It includes the procedures identified in F.S. 1008.25, “Public school student progression; student support; reporting requirements.”

Scholar progression at Bradenton Classical Academy is based on evaluation of each scholar's performance on assessments, assignments, quizzes and social maturity observations. Academy staff make the decision regarding promotion and retention using these evaluation results.

It is the intent of Bradenton Classical Academy that each scholar's progression from one grade to another be determined, in part, upon satisfactory performance in English language arts, social studies, science, and mathematics. Bradenton Classical Academy policies facilitate scholar achievement. Scholars and his or her parent will be informed of the scholar's academic progress; and scholars have access to educational options that provide academically challenging coursework or accelerated instruction.

Scholars and parents must have sufficient opportunity to understand the promotion and placement decisions. When it becomes evident the scholar may not be promoted, parents will be informed of the possibility of retention or special placement. Scholar report cards, interim progress reports, reports to parents on assessment testing, and parent conferences serve as the means of communicating scholar progress and achievement of the standards.

Bradenton Classical Academy staff will be responsible for making recommendations regarding each scholar's readiness to function academically at the next grade level to the Head of School. The Head of School is responsible for making the final decision regarding grade placement.

Social Promotion

No scholar may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Scholars Retained More than One Year

Bradenton Classical Academy has the responsibility of developing an appropriate alternative placement for a scholar who has been retained for two or more years.

Allocation of Resources

Bradenton Classical Academy requires that remedial and supplemental instructional resources must be allocated as follows:

- Students who are deficient in reading by the end of Grade 3, and
- Scholars who fail to meet performance levels required for promotion.

Bradenton Classical Academy provides several methods for parent notification regarding scholar progress: statewide standardized assessment results, school assessment results, report cards, and interim reports. Bradenton Classical Academy will develop and implement a Progress Monitoring Plan for each scholar who fails to meet certain performance levels on statewide standardized assessments or Bradenton Classical Academy's proficiency expectations.

Progress Monitoring Plan (PMP)

Scholars must meet academy expectations in their performance in reading, writing, mathematics, history, and science. Bradenton Classical Academy has implemented a school-wide Progress Monitoring Plan (PMP) for all scholars. This PMP will include the following components dependent on grade level:

Scholar Assessment Data (all scholars based on grade)

- DIBELS Assessments
- Riggs Testing
- Math Facts Testing
- Writing Assessments
- State Assessment Test Results (FAST, etc.) Academic Weaknesses (for low performing scholars)
- Reading
- Writing
- Mathematics
- Science
- History

Targeted Interventions (for low performing scholars)

- Remedial Classes
- Pull-out Instruction
- Push-in Instruction

Frequency and Settings (for low performing scholars)

- Daily, Weekly or Monthly
- Pull-In/Push-out Reporting Methods
- Interim Report Cards
- Quarterly Report Cards
- Individual Education Plan (IEP)
- 504 Plan
- Letters to Parents (for low performing scholars)

Bradenton Classical Academy will develop a plan in consultation with the parents of low performing scholars. A scholar who is not meeting Bradenton Classical Academy or state requirements for proficiency in reading, writing, or mathematics shall be covered by one of the

following plans to target instruction and to identify ways to improve his or her academic achievement:

1. A federally required student plan such an Individual Educational Plan (IEP).
2. A school-wide system of progress monitoring for all scholars, except a scholar who scores Level 4 or above on the English language arts and mathematics assessments may be exempted from participation by the Head of School; or
3. An individualized progress monitoring plan.

The plan chosen will be designed to assist the scholar in meeting the state and Bradenton Classical Academy expectations for proficiency. When the scholar has an IEP that addresses the areas of deficiency, an additional PMP is not required.

It shall be the responsibility of the teachers to provide instruction in and assess scholar mastery of all of the performance standards identified for each course. Assessment of scholar mastery of the performance standards will be made using:

1. Comprehensive course examinations or culminating activities or projects, and
2. Teacher observation, classroom assignments, and/or teacher-made or commercial tests during each grading period.

Bradenton Classical Academy Grading System

Grades are a useful tool to evaluate the extent to which a scholar has mastered a particular skill or course. Therefore, grades will be assigned in all subjects. Bradenton 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. In this scheme the following letter grades have these meanings:

The following grade scale will be used by the school for Grades K-1:

- Outstanding
- S Satisfactory
- N Needs Improvement
- U Unsatisfactory

The following grade scale will be used by the school for Grades 2 through 12:

- A (90% - 100%) Superior
- B (80% - 89%) Above Average
- C (70% - 79%) Average
- D (60% - 69%) Below Average
- F (0% - 59%) Unsatisfactory
- I – Incomplete
- P – Pass; credit earned
- W - No grade; no credit earned

Incompletes will only be given under special circumstances as determined by the Head of School. Parents and scholars should always be informed of the scholar's progress.

Interim Progress Report

Interim Progress Reports will be sent home for all scholars in grades K-12 and used to notify parents and guardians of their child's progress. These will also be useful in notifying parents about scholars being considered for retention. Interim Progress Reports are issued in the middle of each marking period for scholars earning a C- or below.

Quarterly Progress Report

A Quarterly Progress Report shall be provided to all scholars in grades K-12 and used to inform parents or guardians of their child's progress, and to inform parents of scholars being considered for retention. The evaluation of each scholar's progress will be based upon the scholar's classroom work, observations, tests, and other relevant information. Progress reporting will be provided to the parent in writing using the Bradenton Classical Academy proprietary report card.

FLVS/Online School Credits

Bradenton Classical Academy does not allow online courses to be substituted for the classical education curriculum. Online classes will be approved on a case-by-case basis. Credits earned in unauthorized online courses will not count toward the Bradenton Classical Academy graduation credit requirements. BCA graduation requirements include the successful completion of one online course, per state statutes.

Scholar Assessment Statewide Assessments

Each scholar must participate in the statewide, standardized assessment program required by s. 1008.22. Each scholar who does not achieve a Level 3 or above on the statewide, standardized English language arts assessment, the statewide, standardized mathematics assessment, or the Algebra I EOC assessment must be evaluated to determine the nature of the scholar's difficulty, the areas of academic need, and strategies for providing academic supports to improve the scholar's performance. This evaluation will be performed after receipt of the assessment results.

Statewide Assessment Results

No scholar will be retained based solely on statewide assessments. The results of these statewide, standardized evaluations are used to monitor a scholar's progress in grades K-12 and will be provided to the scholar's teacher and parent in a timely manner and as otherwise required by law. These evaluations are provided using a formal delivery sequence:

1. FDOE provides the results to the school district
2. School district provides the results to Bradenton Classical Academy
3. Bradenton Classical Academy provides the results to each teacher
4. Bradenton Classical Academy provides the results to each parent

Bradenton Classical Academy Assessments

The assessments listed below are used by Bradenton Classical Academy to measure scholar progress:

- Weekly teacher progress tests
- Riggs reading tests
- Weekly math facts tests
- Writing assessments

Reading Deficiency

Any scholar who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or Grades 1, 2, or 3, or through teacher observations, will be given intensive reading instruction immediately following the identification of the reading deficiency. The scholar's reading proficiency will be monitored and the intensive instruction will continue until the scholar demonstrates grade level proficiency in a manner determined by Bradenton Classical Academy, which may include achieving a Level 3 on the statewide, standardized English language arts assessment.

Parent Notification

Bradenton Classical Academy provides written notification to the parent of any kindergarten through third-grade scholar, who exhibits a substantial deficiency in reading.

Bradenton Classical Academy Communicates the Following to Parents:

- That his or her scholar has been identified as having a substantial deficiency in reading.
- A description of the current services that are provided to the scholar.
- A description of the proposed supplemental instructional services and supports that will be provided to the scholar that are designed to remediate the identified area of reading deficiency
- If the scholar's reading deficiency is not remediated by the end of Grade 3, the scholar must be retained unless he or she is exempt from mandatory retention for good cause.
- Strategies for parents to use in helping their scholar succeed in reading proficiency.
- That the statewide, standardized English language arts assessment is not the sole determiner of promotion, and that additional evaluations, portfolio reviews, and assessments are available to the scholar to assist parents and the school in knowing when a scholar is reading at or above grade level and ready for grade promotion.
- Bradenton Classical Academy's specific criteria and policies for a portfolio and the evidence required for a scholar to demonstrate mastery of Florida's academic standards for English language arts. A parent of a scholar in Grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
- Bradenton Classical Academy's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained scholar during the first semester of the year of retention once the scholar has demonstrated ability to read at grade level.

Promotion

It is the intent of the Legislature that each scholar's progression from one grade to another be determined by proficiency in reading, writing, science, and mathematics. The Bradenton Classical Academy's Board policies facilitate such proficiency. Each scholar and his or her parent are informed of the scholar's academic progress. Bradenton Classical Academy has established a comprehensive program for scholar performance that includes items as documented in the following sections. The Bradenton Classical Academy Head of School has the authority to approve whole year and mid-year promotions as well as subject matter acceleration.

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options

Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public-school scholars in kindergarten through Grade 12.

The Head of School considers the following scholar eligibility requirements for the ACCEL program:

1. The scholar's performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment.
2. The scholar's grade point average.
3. The scholar's attendance and conduct record.
4. Recommendations from one or more of the scholar's teachers in core-curricula courses.

The following exceptions apply to ACCEL Options:

1. Kindergarten scholars may not qualify for mid-year and full year promotion as they may not meet first grade admission requirements per state law (1003.21(1)(b) F.S.).
2. Third grade scholars would not be eligible for subject matter acceleration for ELA or a mid-year promotion to fourth grade due to the state reading requirement.

Parents and scholars should contact the Head of School for information related to scholar eligibility and process requirements for whole-grade promotion, mid-year promotion, and subject-matter acceleration.

Whole-Grade Promotion

Scholars can be accelerated to a higher grade, with evidence that the scholar will benefit more from the instructional program at the advanced grade level. In the classical model, whole-grade promotion is rare due to the content-based curriculum. Therefore, whole-grade promotion will be considered only if the content of the current grade curriculum has been obtained elsewhere. The probable long-range academic, social, and emotional effects on the student should be considered in any acceleration decision. Parents may request whole-grade promotion by contacting the Head of School. The Head of School has the responsibility for making such assignments after discussions with the parents. The scholar's cumulative record will reflect the "accelerated grade placement" and major reason(s) for the assignment. Parents will be notified, in writing, that their child is receiving an accelerated grade placement to the next higher grade. A copy of this notification shall be placed in the cumulative record.

Mid-Year Promotion

Scholars can receive a mid-year promotion, with evidence that the scholar will benefit more from the instructional program at the advanced grade level. The probable long-range academic, social, and emotional effects on the scholar should be considered in any acceleration decision. Parents may request mid-year promotion by contacting the Head of School. The Head of School has the responsibility for making such assignments after discussions with the parents. The scholar's cumulative record will reflect the "accelerated grade placement" and major reason(s) for the assignment. Parents will be notified, in writing, that their child is receiving an accelerated grade

placement to the next higher grade. A copy of this notification shall be placed in the cumulative record.

Subject-Matter Acceleration

Scholars who wish to accelerate in a single subject area must have received an “A” in the subject area prerequisite course. Acceleration must follow Bradenton Classical Academy developed course sequences.

Middle school scholars may not earn high school credit for any courses other than those identified in this document as open to middle school scholars unless the scholar has received approval for single subject acceleration. This requirement applies to all scholars and all courses.

A middle school scholar who takes any high school courses shall be considered a ninth grader for that portion of the middle school instructional program in which they are enrolled in any high school courses. High school courses will impact high school grade point average (GPA). This will not exempt scholars from the requirement that they take one year of Latin while enrolled as a high school scholar.

Elementary School Scholar Progression Elementary Grades

Bradenton Classical Academy uses the classical education definition of elementary school to include kindergarten through sixth grade. These classes have the same teacher for all four core subjects of ELA, mathematics, science, and social studies.

Sixth grade is the highest grade in elementary school. Including it in the elementary grades versus the middle school grades is based largely upon the nature of the students at that age. Eleven-year-old children are still relatively immature, and benefit from the supervision of a single teacher leading instruction in a self-contained classroom. Parents know this and prefer their children to be overseen by one teacher who can know the scholar and monitor the scholar’s behavior throughout the day. When scholars move into middle school and travel from class to class under the instruction of various specialist teachers, the scholars are given more independence and must therefore exhibit more responsibility. Giving that freedom prematurely to younger scholars invites misconduct, particularly at a point when adolescence begins warring against order.

By identifying the sixth-grade scholars as the leaders of the elementary school and speaking with them about this responsibility, we lead the scholars into a posture to resist this tendency to misbehave. If sixth grade scholars see themselves as the youngest people in middle school, then they will have an excuse to act as the least self-governing scholars in that range of grades. If they are told they are to be the leaders of the elementary school, then they can be instructed about the example they must set for the younger scholars. Thus, this structural approach on the grade classification can aid the Academy leaders as they seek to navigate the perilous waters of rooms full of pre-teenagers.

Criteria for Promotion in Elementary Grades of K-6

A scholar may be considered for retention when the scholar has earned less than a D in ELA or mathematics or has an average GPA less than two of the four core courses (ELA, Mathematics,

Social Studies and Science). Scholar reading proficiency will be measured as part of the ELA test suite. Third- grade scholars have an additional requirement as identified in the next section.

Course grades are based on teacher evaluations using:

- Classroom Tests
- Quizzes
- Assignments
- Class Participation

Targeted Instructional Support

Scholars with identified deficiencies in ELA, mathematics, science and social studies will receive targeted or intensive interventions and supports will be matched to strategic and intensive instruction based on screening, progress monitoring, and diagnostic assessments. Initial criteria for consideration of a scholar for possible retention in grade are to be indicators of current educational progress. Diagnostic assessments are used to determine the area of need and to guide instruction.

ELA FAST Requirements for Promotion from Grade 3 to Grade 4

To be promoted to Grade 4, in addition to BCA's standard promotion requirements, a scholar must also score a Level 2 or higher on the statewide, standardized English language arts assessment required for Grade 3. If a scholar scores a Level 1 on the statewide, standardized third grade ELA assessment, the scholar must be retained unless he/she qualifies for a good cause exemption. Scholar's statewide assessment results will be used in promotion decisions, if available by the last day of the school year.

Good Cause Exemptions for Grade 3

Bradenton Classical Academy assists teachers with the implementation of reading strategies for scholars promoted with a good cause exemption which research has shown to be successful in improving reading among scholars who have reading difficulties.

Good cause exemptions are limited to the following: For those third-grade scholars that scored a Level 1 on the FSA ELA assessment, the scholar must be retained, unless exempt from mandatory retention for Good Cause, as delineated below:

1. A scholar who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English language arts assessment.
2. Limited English proficient scholars who have had less than two years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.
3. Scholars with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the state requirements.
4. Scholars who demonstrate an acceptable level of performance on an alternative standardized reading or English language arts assessment approved by the State Board of Education.
5. Scholars with disabilities who take the statewide, standardized English language arts assessment and who have an individual education plan or a Section 504 Plan that reflects that the scholar has received intensive instruction in reading or English language arts for more than two years but still demonstrates a deficiency and was previously retained in kindergarten, Grade 1, Grade 2, or Grade 3.
6. Scholars who have received intensive reading intervention for two or more years but still

demonstrate a deficiency in reading and who were previously retained in kindergarten, Grade 1, Grade 2, or Grade 3 for a total of two years. A scholar may not be retained more than once in Grade 3.

7. Scholars who have received intensive remediation in reading or English language arts for two or more years but still demonstrate a deficiency and who were previously retained in kindergarten, Grade 1, Grade 2, or Grade 3 for a total of two years. Intensive instruction for scholars so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each scholar.

Requests for Good Cause Exemptions

Requests for good cause exemptions for scholars from the mandatory retention requirement shall be made consistent with the following:

1. Documentation shall be submitted from the scholar's teacher to the school principal that indicates that the promotion of the scholar is appropriate and is based upon the scholar's academic record. Such documentation shall consist only of the existing progress monitoring plan, individual educational plan, if applicable, report card, or scholar portfolio.
2. The Head of School shall review and discuss such recommendations with the teacher and make the determination as to whether the scholar should be promoted or retained.

Grade 4 Intensive Reading Instruction

A scholar who is promoted to Grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each scholar so promoted.

Elementary Progression/ Retention Procedures

Decisions as to promotion of a scholar should be made prior to the beginning of the school year and should not be changed after the first week of school each year unless approved by the Head of School. The Academy has established the following procedure for review of each case and for following the progress of scholars considered for retention:

1. Classroom teachers will submit a list of potential retentions to the Head of School prior to the FSA.
2. The Head of School will review and provide a preliminary determination of retention to the teacher.
3. Academy personnel will notify parents that retention is being considered and a conference to establish parent understanding and cooperation regarding grade placement will be offered to the parent.
4. A final review of the progress of each scholar being considered for retention will be performed in late May, and the Head of School will make a final decision regarding retention as overseen by the SDMC and determined by Florida Law.
5. The final report card of the year will be used to notify the parent of the placement decision.
6. Due process, the right of review of the Head of School's decision regarding placement will be available to the parents or guardians to challenge the decision.
 - a) A translator will be provided to support communication, if required.
 - b) The due process review will be in the form of a conference between the parents, teacher, and Head of School; or designee.

- c) After reviewing the parents' input during the conference, the Head of School, or designee, shall render a decision.
- d) The decision shall be communicated, in writing, to the parents.

Elementary scholars who have already been retained one year and fail to meet criteria for promotion a second time are to be referred to the Multi-Tiered System of Supports (MTSS) team for evaluation, and creation or updating of an individual Progress Monitoring Plan.

New Scholars

New scholars entering Bradenton Classical Academy with no previous school, or a lack of records, are to be placed in the grade with age-alike peers, or no more than one grade level below. Any deviation from this policy must have the approval of the Head of School.

Second Semester Scholars

Retention of scholars who entered Bradenton Classical Academy during the second semester will be addressed on a case-by-case basis. Notification to parents of possible retention should be made as early as possible.

Retained Third Graders

Scholars who are retained due to earning a Level 1 on the third grade FSA ELA test are assigned to a highly effective teacher who is reading endorsed or certified in the following year.

Immediate Intensive Intervention for Retained Scholars

Retained scholars will be provided with intensive interventions in reading to ameliorate the scholar's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. To accomplish this, Bradenton Classical Academy will provide third-grade scholars who are retained with intensive instructional strategies, services and supports to remediate the identified areas of reading deficiency, using methods prescribed by the Head of School, which may include, but are not limited to:

1. 90 minutes of daily, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension.
2. Integration of science and social studies content within the 90-minute block.
3. Small group instruction.
4. Reduced teacher-scholar ratios.
5. More frequent progress monitoring.
6. Tutoring or mentoring.
7. Transition classes containing third- and fourth-grade scholars.
8. Extended school day, week, or year.
9. Acceleration class.

Parent Notification

Bradenton Classical Academy provides written notification to the parent of any retained third-grade scholar, informing them that their child has not met the proficiency level required for

promotion. This communication includes the reasons their child is not eligible for a good cause exemption and a description of proposed interventions and supports that will be provided to their child to remediate the identified areas of reading deficiency.

Intensive Acceleration Class

Bradenton Classical Academy's Intensive Acceleration Class is for retained Grade 3 scholars who subsequently score Level 1 on the required FSA ELA test. The focus of the Intensive Acceleration Class shall be to increase the scholar's reading and English language arts skill level by at least two grade levels in one school year. The Intensive Acceleration Class shall:

1. Be provided to a scholar in Grade 3 who scores Level 1 on the statewide, standardized English language arts assessment and who was retained in Grade 3 the prior year because of scoring Level 1.
2. Have a reduced teacher-scholar ratio.
3. Provide uninterrupted reading instruction for the majority of scholar contact time each day and incorporate opportunities to master the Grade 4 Florida Standards in other core subject areas.
4. Use a reading program that is scientifically research-based and has proven results in accelerating scholar reading achievement within the same school year.
5. Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech-language therapist.

Mid-Year Promotion Criteria for Retained Third-Grade Scholars

In compliance with Rule 64-1.094222, Bradenton Classical Academy offers mid-year promotions to fourth grade using this process: Midyear promotions of retained third-grade students should occur during the first semester of the academic year. To be eligible for mid-year promotion, a scholar must demonstrate that he or she: 1) Is a successful and independent reader as demonstrated by reading at or above grade level; 2) has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of Bradenton Classical Academy. Evidence of demonstrated mastery of third-grade reading is as follows: 1) Successful completion of a portfolio; or

2) satisfactory performance on a locally selected standardized assessment measuring English Language Arts Standards. To promote a student mid-year using a scholar portfolio there must be evidence of the scholar's mastery of third-grade English language arts Florida Standards. The scholar portfolio must meet the following requirements: 1) Be selected by the scholar's teacher; 2) be an accurate picture of the scholar's ability and only include scholar work that has been independently produced in the classroom; 3) include evidence of mastery of the standards assessed by the Grade 3 reading FSA English language arts assessment; and 4) be signed by the teacher and the Head of School as an accurate assessment of the required reading skills.

To promote a scholar mid-year based on performance on a locally selected standardized assessment measuring English language arts Florida Standards, there must be evidence that the scholar scored at or above third-grade level in reading comprehension.

The Progress Monitoring Plan for any retained third-grade scholar who has been promoted midyear to fourth grade must continue to be implemented for the entire academic year and if

necessary, for additional school years.

Middle School Scholar Progression

Bradenton Classical Academy Middle School Grades

Bradenton Classical Academy uses the classical education definition of middle school to include seventh and eighth grades. These classes have a homeroom teacher and a subject area teacher for all subjects.

Middle School Requirements

The Bradenton Classical Academy college advisor, or designee will be responsible for ensuring graduation requirements are met for each scholar. Because Florida middle school graduation requirements change regularly, Bradenton Classical Academy will revisit the graduation requirements for each school year.

Middle School Progression

Bradenton Classical Academy middle school scholars are expected to take seven courses each semester. The following are expected minimum courses to be taken per semester:

- ELA
- Composition
- Mathematics
- Science
- Social Studies
- Latin
- Art/Music

Scholars who fail a middle school core course (ELA, mathematics, science and social studies), must repeat it at the first opportunity.

The grade level progression of a middle school scholar from sixth, seventh to eighth grade will be determined by passing at least three out of four required courses (mathematics, language arts, science, social studies).

A scholar may not be promoted to eighth grade unless she/he is able to complete all remaining courses that need to be completed in order to move to ninth grade the following year (two language arts, two mathematics, two sciences and two social studies).

For example, a seventh-grade scholar who will need four eighth grade courses and four seventh grade courses would not be promoted to eighth grade because under the current Bradenton Classical Academy seven-period day schedule for middle school scholars, he or she could not complete eight courses.

Scholars with Disabilities Promotion

The IEP will drive the scholars' promotion strategy.

MS Promotion to High School

Scholars in middle school must complete the following:

- 3 ELA
- 3 Mathematics
- 3 Science
- 3 Social Studies (including one semester of that covers civics)
- 3 Latin
- 3 Music
- 3 Art

Middle School Promotion Details

Three middle grades or higher courses in mathematics. To earn high school credit for Algebra I, a middle grades scholar must take the statewide, standardized Algebra I EOC assessment and pass the course, and in addition, beginning with the 2013-2014 school year and thereafter, a scholar's performance on the Algebra I EOC assessment constitutes 30 percent of the scholar's final course grade. To earn high school credit for Geometry course, a middle grades scholar must take the statewide, standardized Geometry EOC assessment, which constitutes 30 percent of the scholar's final course grade, and earn a passing grade in the course.

Each scholar's performance on the statewide, standardized EOC assessment in civics education required under s. 1008.22 constitutes 30 percent of the scholar's final course grade. A middle grade scholar 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 meet the civics education requirement for promotion from the middle grades if the scholar's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.

Three middle grades or higher in science. Successful completion of a high school level Biology I course is not contingent upon the scholar's performance on the statewide, standardized EOC assessment required under s. 1008. 22. However, to earn high school credit for a Biology I course, a middle grades scholar must take the statewide, standardized Biology I EOC assessment, which constitutes 30 percent of the scholar's final course grade, and earn a passing grade in the course.

High School Courses Taken in Middle School

Middle School scholars may earn high school credit for the following courses:

- Middle school scholars in Grade 8 may take Algebra 1, Algebra 1 Honors, Geometry, Geometry Honors, Biology and any first- or second-year foreign language course, to earn high school credit.
- Middle school scholars in Grade 7 may also take the courses identified above but must have the permission of the Bradenton Classical Academy Head of School.
- Middle school students may not earn high school credit for any other courses.

Middle School Promotion/Retention Procedures

Decisions as to promotion of a scholar should be made prior to the beginning of the school year and should not be changed after the first week of school each year unless approved by the Head of School.

1. The Head of School (or designee) will review the academic records of scholars who have failed the first semester of a course, to identify any scholar that may not meet the middle school promotion criteria for promotion to eighth or ninth grade.
2. For those scholars deemed highly likely to be retained, Academy personnel will consult with parents to work towards parent understanding and cooperation regarding a scholar's grade placement.
3. Letters will be used to notify parents that retention is being considered.
4. After the end of school, a final review of the progress of each scholar being considered for retention will be performed, and the Head of School will make a final decision regarding retention.
5. The final report card of the year will be used to notify the parent of the placement decision.
6. Due process, the right of review of the recommendation of the Head of School regarding placement will be available to the parents or guardians to challenge the decision.
 - a) A translator will be provided to support communication, if required.
 - b) The due process review will be in the form of a conference between the parents, teacher and Head of School, or designee.
 - c) After reviewing the parents input during the conference, the Head of School, or designee, shall render a decision.
 - d) The decision shall be communicated, in writing, to the parents.

ATTACHMENT F

Bradenton Classical Academy will follow the assessment schedule set by the State of Florida. Following is the Schedule for the 2026-2027 school year. We would follow a similar plan based on the most up to date information from the Florida Department of Education.

FLORIDA STATEWIDE ASSESSMENT PROGRAM PRELIMINARY 2026–2027 SCHEDULE*

The testing windows below denote the amount of time provided for districts and schools to select test administration days; they do not represent the amount of time students spend taking the assessments. The windows are established to provide maximum flexibility to efficiently deliver these important measurements of student progress and performance and maximize student learning and instructional time.

| Writing | |
|---|--|
| Dates | Assessment |
| March 31–April 11, 2027 | Grades 4–10 Benchmarks for Excellent Student Thinking (B.E.S.T.) Writing |
| ELA Reading and Mathematics | |
| Dates | Assessment |
| May 1–30, 2027 | Grades 3–10 Florida Assessment of Student Thinking (FAST) English Language Arts (ELA) Reading & Grades 3–8 Mathematics End-of-Year Progress Monitoring Assessment (Third Administration, PM3) |
| Statewide Science Assessment | |
| Dates | Assessment |
| May 5–16, 2027 | Grades 5 & 8 Science |
| EOC & FAST ELA Reading Retake Assessments | |
| Dates | Assessment |
| September 16–October 4, 2026 December 2–20, 2026 May 1–30, 2027 July 14–25, 2026 | B.E.S.T. Algebra 1 & Geometry End-of-Course (EOC) Assessments, Civics, & U.S. History EOCs FAST Grade 10 ELA Reading Retake |
| FSA Retake Assessments | |

| Dates | Assessment |
|------------------------------|--|
| September 16–October 4, 2026 | Florida Standards Assessment (FSA) Grade 10 ELA Reading Retake FSA Grade 10 ELA Writing Retake FSA Algebra 1 Retake |
| February 17–March 7, 2027 | FSA Grade 10 ELA Writing Retake FSA Grade 10 ELA Reading Retake FSA Algebra 1 Retake |

* School districts establish daily testing schedules within these windows according to state-provided guidance. For more detailed scheduling information for a specific school or district, please visit that organization's website

ATTACHMENT G
Bradenton Classical Academy
Scholar Code of Conduct



The Bradenton Classical Academy is a public charter school in Manatee County. This Code of Conduct is similar to the Manatee County School Board Code of Conduct book; however, there are some differences that are fitting for a Classical Education academy. The Bradenton Classical Academy Board, respecting the letter of the law, has made modifications to support the mission and vision of the Academy.

To conserve resources, the Academy will not distribute paper copies of the *Scholar Code of Conduct*. The scholar can find an electronic copy of the *Scholar Code of Conduct* on the Academy website. If the scholar requires a paper copy of the *Scholar Code of Conduct*, please check the appropriate box below; sign and return this sheet, and one will be provided to scholar child. This page will also exist as a form, which is available at the Academy's front office.

This *Scholar Code of Conduct* was developed so our scholars and families have a clear understanding of behavioral expectations and to inform all parties of important procedures related to our educational mission. It is helpful if parents are aware of the Academy rules so they can help support them from home. Parents and scholars are encouraged to review the *Scholar Code of Conduct* together to gain a better understanding of their rights and responsibilities. Training on the *Scholar Code of Conduct* will be provided to all scholars, teachers and administration during the first month of the Academy. The rules and language contained within the *Scholar Code of Conduct* shall supersede any conflict that may arise with individual the Academy handbooks.

FAILURE TO REVIEW *THE SCHOLAR CODE OF CONDUCT* WILL NOT RELIEVE A SCHOLAR OR THE PARENT/ GUARDIAN OF THE RESPONSIBILITY FOR COMPLIANCE WITH THE CODE OR ACCOUNTABILITY FOR LOSS OR DAMAGE TO BRADENTON CLASSICAL ACADEMY PROPERTY.

Please check and submit, only if the scholar requires a printed copy of the current year's *Scholar Code of Conduct*. One (1) copy per household will be provided.

☐ I would like to have a printed copy of the *Scholar Code of Conduct* sent home with my child.

Scholar Name

Scholar Signature

Date

Parent Name

Parent Signature

Date

INTRODUCTION

Mission

Bradenton Classical Academy's mission is to develop lifelong learners (scholars) through a content-rich Classical Education in the liberal arts and sciences. We focus on the importance of individual accountability, integrity, and respect for citizenship in our country to understand and defend the principles that were used to found America and to see the beauty in truth in our world. This program trains the minds and improves the hearts of the young men and women through a content-rich, classical education in the liberal arts and sciences and with instruction in character development and civic virtue.

Vision

Bradenton Classical Academy seeks to educate scholars to be people of character, the young men and women who have the moral and intellectual virtue necessary for a life of citizenship and of learning.

Document Purpose

The purpose of this document is to assist scholars, parents, and the Academy personnel in establishing and maintaining a safe, nurturing, and well-disciplined learning environment for all. The *Scholar Code of Conduct* addresses the role of the parents, scholars, and the Academy. It specifies areas relative to the responsibilities and rights of scholars and parents; grounds for disciplinary action; and procedures to be followed for acts requiring disciplinary action. This code will prevail if there are discrepancies found between this code and other Academy policies or handbooks.

In the event of a situation which significantly alters the standard process for delivering education, such as natural disasters, pandemics, etc., the BCA Managing Board or the Head of School reserves to the right to make modifications to the code as necessary to allow for the continued education, articulation and graduation of scholars, as well as to ascertain the safety and security of the Academy communities.

Bradenton Classical Academy scholars are subject to the Code of Conduct during the school day and during regular Academy activities, while transported on the Academy buses or at public expense to and from the Academy or other education facilities. Scholars are also subject at such time and places that include, but are not necessarily limited to, Academy-sponsored events, field trips, athletic functions, and other activities during which Academy personnel has jurisdiction over scholars. In addition, jurisdictional control over scholars may be extended as per Florida Statute sections 1006.07, 1006.09, 1006.13, 1006.147, and 1003.31 whenever the conduct of a scholar is deemed to have a detrimental effect on the health, safety, and welfare of any member of the Academy community or the learning environment of the Academy.

'In Loco Parentis'

State and federal law recognizes that teachers and the Academy administrators have a need to stand in the place of parents over children entrusted to them at the Academy. This is a concept called "in loco parentis." While this power is not equal to a parent's power over a child, it permits the Academy personnel to exercise a degree of supervision and control over scholars that could not be exercised over free adults. This concept is responsible for the fact that the Academy personnel can search

without a warrant based on reasonable suspicion and are not held to the higher standard of “probable cause” by which law enforcement is bound. It is also responsible for the fact that the Academy personnel can interrogate a scholar without providing him or her with Miranda warnings or allowing the scholar to call a parent or attorney.

Prohibition of Discrimination

No scholar shall be discriminated against on the basis of race, color, national origin, sex, disability, religion, or marital status. Any scholar who believes he or she has been discriminated against or has been harassed by an employee, scholar, or other third party, who is subject to control of the Academy Board, is encouraged to use the appropriate grievance procedures set forth in policy.

TITLE IX

Title IX of the Education Amendments Act of 1972 is a federal law, enacted in 1972, which states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

The United States Department of Education requires the Academy to follow a specific Title IX Grievance Process while investigating allegations of sexual misconduct. The Office of Civil Rights of the United States Department of Education considers sexual misconduct (including sexual harassment, sexual violence, sexual assault, and intimate partner violence) to be a form of sexual discrimination and requires the Academy to take immediate and effective steps to respond to sexual misconduct. For a Title IX investigation to apply, the incident must have occurred in an education program or activity in which the Academy has substantial control over both the respondent and the context in which the incident occurred. “Sexual harassment” means conduct based on sex that satisfies one or more of the following:

1. Any Bradenton Classical Academy employee conditioning the provision of an aid, benefit, or service of the recipient on an individual’s participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient’s education program or activity; or
3. “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

Responsibilities and Obligations

The Bradenton Classical Academy takes its obligation to comply with Title IX seriously. Inquiries concerning the application of Title IX and the Grievance Procedures may be referred to the Academy’s Title IX Coordinators:

SCHOLAR RIGHTS AND RESPONSIBILITIES

This section summarizes the basic principles of scholar rights and responsibilities. The scholar has a right to an education, regardless of race, color, national origin, sex, disability, religion, or marital status.

First Amendment Freedom of Expression

In 1969, The U.S. Supreme Court ruled that public school scholars do not leave their constitutional right to freedom of expression at the school gate. The scholar has a right to freedom of expression; however, when the scholar exercises that right, the scholar must do so in a responsible manner and so that it does not cause a disruption of the Academy or an Academy activity. The Head of School may impose reasonable time, place, and manner restrictions on scholars to exercise their First Amendment freedom of expression rights. If possible, before imposing reasonable time, place, and manner restrictions, the Head of School may consult with the Academy general counsel. If this consultation is not possible in advance, the Head of School will do so as soon as possible.

HEAD OF SCHOOL'S AUTHORITY

The Head of School of the Academy is responsible for the administration of the Academy and enforcement of the *Scholar Code of Conduct*. The Head of School has the authority to direct scholars and staff, and the Head of School can impose any reasonable requirements that are consistent with the *Scholar Code of Conduct* or the Academy's Managing Board policies.

INVESTIGATIONS AT THE ACADEMY

Administrative

If a scholar is suspected of violating the *Scholar Code of Conduct*, the Academy officials can question the scholar without first contacting the parent. The scholar does not have a right to have a parent present or a right to an attorney when questioned. If the scholar refuses to answer questions asked by the Academy officials, the scholar may be disciplined.

Criminal

If a scholar is a suspect in a criminal investigation that may result in an arrest or criminal charges, law enforcement will make a good faith effort to contact the parent before the law enforcement officers begin questioning the scholar. If a parent cannot be located, law enforcement officers may proceed with questioning. If contact is made with the parent, the law enforcement officers may allow the parent to be present during the questioning.

Victim or Witness

If the scholar is a victim or a witness, law enforcement officers, Children and Family Services investigators, or administrative investigators are allowed to question the scholar without first contacting the parent. If the investigation involves child abuse, the official conducting the investigation will decide who can be present during the interview. If the scholar refuses to answer questions asked by the Academy officials, the scholar may be disciplined.

Removal of a Scholar Under Arrest

If the scholar is subject to arrest, with or without a warrant, the officer can remove the scholar without the parents' consent or the consent of the Academy officials. The administrator will try to notify the parent before the scholar is removed or as soon as possible after the removal.

Removal for Involuntary Examinations

The Academy Head of School or designee shall make a reasonable attempt to notify the parent or guardian, if a scholar is removed from the Academy, the Academy transportation, or an Academy sponsored activity and taken to a receiving facility for a Baker, Marchman, or other evaluation,

pursuant to F.S. 394.463. The Academy will use de-escalation and crisis intervention techniques. The Head of School or designee may delay notification for no more than 24 hours after the scholar is removed if the Head of School or designee deems the delay to be in the scholar's best interest or if a report has been submitted to the central abuse hotline, pursuant to F.S. 39.201, based upon knowledge or suspicion of abuse, abandonment, or neglect.

Searches and Seizures

Scholars, scholars' locker, and personal belongings may be searched if there is a reasonable belief (suspicion) that any of them contain drugs, weapons, contraband, or other items not permitted on campus. Scholars are expected to cooperate fully with the Academy administration in all searches and investigations. The failure to fully cooperate may be grounds for the Academy administration to infer that the scholar is in possession of contraband or illegal items and the matter will be referred to law enforcement as deemed necessary. Trained sniff-screening dogs are allowed in the Academy to prevent drugs and weapons at the Academy. Routine checks by the dogs are not considered a search; however, an alert by the dog gives reasonable suspicion for a search. Dogs may not check scholars themselves to determine probable cause for a search.

GRADES

An academic grade should reflect the teacher's most objective assessment of the scholar's academic achievement. Academic grades should not be used as a means of maintaining order in a classroom, nor should the scholar's behavior be included in calculating academic grades.

Scholar Responsibilities

- a) To become informed of the grading criteria.
- b) To maintain standards of academic performance commensurate with the scholar's ability, and to make every effort to improve performance upon receipt of notification of unsatisfactory progress.

Scholar Rights

- a) To receive a teacher's grading criteria at the beginning of each year or semester course.
- b) To receive a reasonable notification of failure or potential failure prior to the end of the grading period with sufficient time, when possible, to take corrective action.

Parents' Responsibilities

- a) To meet with the scholar's teachers upon request and assist in helping take corrective action if the scholar is experiencing academic difficulty.
- b) To seek advice that will assist the scholar in succeeding in the Academy.

Additional Scholar Responsibilities

- a) To read and become familiar with the Code of Scholar Conduct.
- b) To attend the Academy daily, prepare for class, and complete class and homework assignments to the best of scholar ability.
- c) To know and follow the Academy rules and instructions given by the Academy administration, teachers, and other staff.
- d) To report to the Academy staff any dangerous behavior or bullying that occurs at the Academy, on the way to and from the Academy, or within the Academy community.

- e) To bring to the Academy only those materials that are allowed.
- f) To treat everyone in the Academy community with respect.
- g) To respect the Academy property, community property, and the property of others.
- h) To comply with the Academic Honor Code, which reads as follows:
 - *I will take responsibility for my own work. I will not cheat, help others cheat, or allow anyone else to do my work for me.*
 - *I will not plagiarize. I will use quotations and cite sources when I use someone else's words and ideas.*
 - *I will not forge the signature of others or knowingly falsify any records, information, or results.*
 - *I will be honest about my work with teachers, peers, and parent(s)/guardian(s).*
 - *I understand I will receive a zero on any assignment, as well as any other appropriate consequence for breaking the Honor Code.*

Other Parental Rights and Responsibilities

The role of parents, guardians, and families is critical to the healthy growth and development of each of our scholars. Basic parent rights include:

- To be actively involved in scholar child's education.
- To be treated fairly and respectfully by the Academy administration, teachers, and other staff.
- To treat Academy administration, teachers and other faculty members with civility.
- To access information about the Board's policies and procedures.
- To be notified promptly if scholar child is disciplined for inappropriate or disruptive behavior and informed of the consequences assigned.
- To appeal disciplinary actions taken.
- To receive pertinent, accurate, and timely information about scholar child's academic progress, in addition to ways the scholar can help scholar child succeed in the Academy.

The Academy staff and parents must work together to maximize a scholar's success at the Academy. We are committed to working with and supporting families and we request parents work with and support us. As a parent of the scholar are expected to:

Sign in at the Office

Sign in through the security system upon arrival and before going anywhere else on the campus. (The visitor must present a valid driver's license or official picture identification to be scanned for scholar safety issues.)

Be Involved

Get to know the people at the Academy by participating in teacher conferences and the Academy-parent activities such as Parent-Service Organization. Be actively involved in the learning process at home and in the Academy, such as volunteering, collaborating with teachers on the scholar's performance in the Academy, and fostering learning at home by providing the scholar appropriate assistance and monitoring of homework. Participate in the scholar's elementary report card conferences, which are scheduled following the first and third quarters of the Academy year.

Provide Information

Each year provide the scholar's current telephone number, home address, work telephone number

and emergency contact number. Parents must immediately notify the Academy of any changes in contact information.

Support Academy Rules

Understand and support the rules of the *Scholar Code of Conduct* and talk to them about it.

Support Dress Code

Teach the scholar to follow the dress code as directed by the Academy's leadership.

Promote Punctuality

Make sure the scholar arrives at the Academy on time every day.

Ensure Scholar's Safety

Ensure the scholar arrives at the Academy no more than 30 minutes before the start of the school day and leaves campus no more than 30 minutes after the school day or activity unless other arrangements have been made with a teacher, administrator, or a before/aftercare program. Supervision will not be provided beyond that time. Supervision for scholars attending Academy activities outside the regular school day such as clubs, dances, carnivals, practices and games will be provided 30 minutes before and after the activity. Be aware that Academy nursing services are not available at extracurricular activities or before or after the school day. It is parents' responsibility to provide any medical needs for their children before or after the school day.

Comply with Safety Rules

Adhere to the on-site traffic plans for vehicles when bringing scholars to the Academy or picking them up after the school day is completed. If the scholar is a walker or bicyclist, encourage him/her to follow safety rules and use pedestrian-safety features where available.

Notify the Academy of Absences

Contact the Academy when a scholar is absent and explain the reason for the absence. It is recommended that the scholar call the day of the absence, but parents do have 48 hours to notify the Academy. As specified in the attendance section, the Academy will require written documentation.

Notify the Academy if the Scholar Move

Notify the Academy attendance office in writing if the scholar moves from the last address that was provided to the Academy.

Support Academy Discipline

Work with Academy staff members to solve discipline or other problems. The scholar should let the Academy know if something has happened at home that could affect how a scholar behaves in the Academy.

Provide Correct Scholar Pickup Information

Be aware that only people whose names and contact information are listed on the Enrollment Form may pick up a scholar from the Academy during the school day. The enrolling parent should complete the Health Information Card. Identification must be shown to the office staff when someone signs out a scholar from the Academy.

Pay Damages

Be prepared to pay for damage done to Academy property by the scholar. If payment is not made and the amount is substantial, the scholar will be prohibited from participating in extracurricular activities, and he/she will be excluded from field trips until damages are paid in full.

Reimburse the Academy

Pay for lost or damaged books or other teaching materials. Failure to pay may mean no other books or materials will be given to that scholar, or the scholar will not be able to participate in extra-curricular activities, or the scholar will be required to pay the debt through community service at the Academy. The Head of School will make these decisions. If the scholar cannot afford to pay for instructional materials or a fee that has been incurred, the scholar may submit a letter to the Head of School seeking a waiver.

Know the Academy's Delivery Policies

Items being delivered to the scholar during the school day will be left at the front desk for delivery by an Academy employee.

Cell Phone and Electronic

If the parent or guardian needs to reach a scholar in an emergency during the school day, contact the front office. Cell phones and all other forms of electronic communication are to be turned off and put away out of sight once scholars are at the Academy; therefore, parents should not text message or call their children during the school day. Cell phones and electronics found by Academy personnel will be immediately confiscated, and only the parent will be permitted to retrieve the item(s) from the Academy.

Know Parental Rights

Be aware that when parents are divorced or separated, both parents may have full rights to participate in the child's activities and to know what is happening at the Academy. The non-enrolling parent will not be allowed to remove the child from the Academy without the permission of the enrolling parent. A non-enrolling parent has the right of access to scholar records and information unless a court order prohibits such access.

Curricula and Instructional Materials

In accordance with 1002.20(19)(b), F.S., parents have the right to learn about their minor scholar's instructional materials and how they are used, to implement the school's curricular objectives, in accordance with the provisions of s.1006.28(4)(a). This includes the source of any supplemental instructional materials. Parents may request a copy of instructional materials from their scholar's teacher or may purchase certain materials with a written request to the Academy's Head of School. For parents who are interested in learning more about the types and nature of extracurricular activities and club offerings, please visit the Academy's website.

Classroom Transfers

An enrolling parent has the right to request the scholar to be transferred to another classroom teacher. **Parents must formally submit the request in writing** and the Head of School or designee shall approve or deny the transfer within two weeks after receiving such a request. If a request for transfer is denied, the Head of School or designee must notify the parent and specify the reasons for

the denial. This provision does not give parents the right to choose a specific classroom teacher.

Classroom and Bus Removals

Per F.S. 1003.04, the parent of each public K-12 scholar must cooperate with the authority of the Academy Head of School, teachers, and bus drivers, according to F.S. 1003.31 and F.S. 1003.32, to remove the scholar from the classroom and the Academy bus and, when appropriate and available, to place the scholar in an alternative educational setting, if the scholar is disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive.

Healthcare Services

Per Florida's parental bill of rights, at the beginning of each Academy year, parents will be notified of all healthcare services offered at the Academy and provided with the opportunity to individually consent to or decline each service. Please visit scholar child's Academy website for further information.

IGNITING POSITIVE: THE ACADEMY CLIMATE

The Academy's climate can be simply defined as the "quality and character of the school's life" (National School Climate Council, 2007). This simple definition is underpinned by an array of intentional activities that support integral structures, such as trusting scholar and adult relationships, teaching and learning, the physical environment, and the safety of all the Academy community members. At its core, a positive the Academy climate includes:

- Positive relationships among and between all stakeholders (scholars, parents, all the Academy personnel and community partners).
- Engaging, relevant academic and extracurricular activities for all scholars that meets their social, academic, and developmental needs.
- Meaningful family and community engagement.
- Training and resources to resolve conflicts peacefully and respectfully.
- Support for scholars who are experiencing an emotional crisis, trauma, or serious challenges in their homes and communities.
- Clean and well-maintained campuses that support a sense of the Academy pride.
- Orderly learning environments, allowing all stakeholders to feel physically and emotionally safe.

Multi-Tiered System of Support (MTSS)

MTSS refers to the instructional strategies, interventions, supports and resources that are used to help all scholars achieve academically and behaviorally. MTSS serves as the framework for organizing support within the Academy and district so that the needs of the whole child are met. An effective system blends culturally responsive academic and behavior supports to create effective environments that address a range of scholar needs. For more complete information on MTSS, please visit the Bradenton Classical Academy's website. A summary follows: A three-tiered instruction and intervention framework is used to organize resources and support to ensure scholar learning and educational success. The level of supports provided at each tier will match the needs of each scholar. Tier One is universal instruction and support that is intended for all scholars. Tier Two consists of targeted and supplemental support, designed for the estimated 20% of scholars who require more than universal instruction and support. Tier Three is the most intensive level and is intended for the 5-10% of scholars who may need more individualized support, in addition to their Tier One and Two interventions. MTSS is a proactive approach using these key elements:

- Leadership
- Building capacity/infrastructure for implementation
- Communication and collaboration
- Data-based problem solving
- Three-tiered instructional/intervention model
- Data evaluation

Scholar Attendance

Florida Compulsory School Law (F.S. 1003.21) states all children who are either 6 years of age (or who will be 6 years old by February 1 of any school year) but who have not attained the age of 16 must attend the Academy regularly during the entire school term. Scholars between 16 and 18 are also within compulsory attendance age unless a formal Declaration of Intent to Terminate the Academy Enrollment has been completed and signed by the parent and an exit interview is conducted at the Academy.

- The scholar is expected to be on time for the entire scholar day, each school day.
- On the day of scholar absence, a parent or guardian should call the Academy to explain the absence. The absence will be excused if it meets the criteria outlined below. The parent or guardian must contact the Academy within 48 hours of the absence or appropriate documentation is required within 5 days. If this contact is not made, the absence will be recorded as unexcused.
- If the scholar is continually sick and repeatedly absent from the Academy, the scholar must be under the supervision of a physician to be excused from attendance. Excessive absences will lead to a parent conference, referral for social work services, referral to Truancy Court, and involvement of the State Attorney. Parents who fail or refuse to cooperate in the matter of regular Academy attendance for their child may be prosecuted for truancy by the State Attorney's Office.

Frequently Asked Questions Regarding Absence

Q: What is an excused absence?

A: An absence can be excused for the following reasons:

- The scholar is ill or injured.
- Major illness in scholar immediate family (this means parents, brothers, sisters, Grandparents, or others living in the home or who are close relatives).
- Death in scholar immediate family.
- Religious instruction in scholar faith: Requires note from parent prior to the absence.
- Subpoena or forced absence by any law enforcement agency. A copy of the subpoena or summons must be given to the Head of School or designee. This includes detention at a juvenile center in which the scholar continues scholar education.
- A major disaster as decided by the administration.
- Absences, including those for field trips, participation in an academic class or program, or a parental request judged appropriate by the Head of School, provided the request is submitted to the Head of School 48 hours in advance of the absence. The Head of School may waive the requirement for advance notice if extenuating circumstances exist.
- A documented appointment with a doctor, dentist, other medical or legal professional.
- An occurrence of head lice, with a maximum of two excused days.

Q: How many excused absences can I have?

A: The scholar is allowed nine excused absences. Scholar parent(s) may excuse nine absences per year. When the scholar has reached scholar limit, official documentation is then required for every additional absence.

Q: What if I have used all my excused absences and a family emergency occurs?

A: The scholar must provide appropriate documentation to the Academy Head of School or designee for approval. These will be recorded as excused absences.

Q: How can I make up for work when I am absent?

A: After an excused absence, the scholar must arrange with the scholar teacher for any make-up work. The scholar has the same number of days the scholar was absent to make up scholar work. This rule does not apply to some long-term assignments. (A long-term assignment is when a scholar has 10 or more days to complete the work.) These long-term assignments will be due on the specified date unless excused in writing by the teacher or Head of School. It is scholar responsibility to make these arrangements and to submit the make-up work within the deadlines set by the teacher(s). The scholar does not have the right to make up work if scholar absence was unexcused.

A. I am going to be absent for semester exams. May I take my exams early?

A: Semester exams may not be given early. The scholar may take scholar semester exams upon scholar return to the Academy.

Q: What is an unexcused absence?

A: Anything that does not meet the criteria of an excused absence is considered unexcused. (Please refer to the Excused Absences Section.)

Q: How many unexcused absences can I have?

A. In Manatee County, state law requires the regular attendance of children between the ages of 6 and 18 and makes parents and legal guardians legally responsible for seeing that their children attend the Academy. Family vacations during scheduled Academy time are considered unexcused absences. If the scholar has accumulated a total of five unexcused absences in one month or 10 unexcused/unexplained absences in a 90-day period, scholar child's the Academy will send a letter to the address listed on the Academy records, in an attempt to ensure parent(s)/guardian(s) are aware of any developing attendance issues. Fifteen unexcused absences in a 90-day period may result in a referral for truancy court action. The District Truancy Department will send a 3-Day Demand Notice by U.S. Mail to the address listed on the Academy records in the event of excessive consecutive unexcused/unexplained absences.

Q: What happens if I am late for the Academy?

A: If the scholar arrives at the Academy late for any reason, the scholar must report to the office and receive a tardy admit slip. The tardy will be deemed as excused or unexcused. The scholar is expected to be in the Academy at the start of the school day, every day.

Q: What is an excused tardy?

A: An excused tardy is when the scholar is late for the Academy due to sickness, injury, death in scholar family, medical or dental appointments with a note from the physician, the Academy sponsored activities, court date, or other reason approved by the Academy Head of School. For elementary scholars, parents must accompany the scholar to the office when they are tardy.

Q: What is an unexcused tardy?

A: An unexcused tardy is when the scholar is late to the Academy due to, but not limited to, oversleeping, missing the Academy bus, shopping trips, pleasure trips, or excessive tardiness due to illness without a physician's verification that the medical condition justifies scholar tardiness. If an elementary scholar arrives late and comes into the office unaccompanied by an adult, he or she will receive an unexcused tardy.

Q: May I leave the Academy early in the school day?

A: The scholar is expected to be in the Academy for the full day. However, if the scholar must leave the Academy early, the scholar must go to the office and receive permission for early release. Parents of elementary and middle Academy scholars must report to the office to pick up their child. High Academy scholars aged sixteen or older may sign themselves out early with parent permission, following the Academy sign-out procedures. The scholar cannot leave the Academy campus for lunch or other unexcused personal reasons at any point during the school day.

Q: What are excused reasons for leaving the Academy early?

A: Excused reasons for early dismissal follow the same guidelines as excused absences. They include illness or injury, major illness or death in scholar immediate family, subpoena or forced absence by a law enforcement agency, a major disaster, a documented appointment with a doctor or dentist, discovery of head lice, participation in another academic class or program, or other parental requests as judged appropriate by the Head of School.

Q: What happens if I leave the Academy early for unexcused reasons?

A: Numerous early dismissals are unacceptable and unfair to the other scholars whose instruction is interrupted each time a scholar leaves early. The Academy may develop school-based consequences for unexcused early dismissal scholars.

Q: How does the Academy attendance affect my privilege to drive?

A: The scholar will lose their driver's license, or privilege of applying for any driver's license, if the scholar is not enrolled in or does not attend the Academy regularly. **NOTE:** Scholars who are withdrawn as dropouts or who have accumulated fifteen unexcused absences in ninety calendar days will lose the privilege to apply for or hold a Florida Driver's License. Scholars who have lost the privilege must subsequently accumulate thirty consecutive THE School days with no unexcused absences to receive a Reinstatement of Driving Privilege form. If the scholar needs further information regarding this issue, please contact the District Truancy Office at 751-6550, extension 43091.

Q. Does my attendance affect my participation in athletics or extracurricular activities?

A. If the scholar is not present for more than half of the school day on the day of an event, due to any undocumented absence, the scholar may not participate in the athletic or extracurricular event.

If the scholar is suspended from the Academy, the scholar may not participate in any Academy- related function.

SCHOLAR DISCIPLINE

Bradenton Classical Academy recognizes that a safe, orderly, and supportive learning environment is the result of caring relationships and quality instruction. It is the responsibility of the Academy to help foster such environments by implementing clear, appropriate, fair, and consistent expectations and consequences for all the Academy and classroom teachers to construct and carry out their behavior support plans. For these plans to be optimally effective, the Academy and classrooms must in turn, have the latitude to work within established guidelines to create positive behavioral intervention systems which support the unique needs of their scholars, families, and communities. Our philosophy of discipline at Bradenton Classical Academy is rooted in the development of positive relationships with our scholars and families. We believe that scholars should have a chance to learn from their mistakes and the opportunity to restore any damaged relationships with peers and adults. Our discipline practices encompass preventative and early intervention measures that seek to strengthen relationships and build positive communities, so that misbehavior is less likely to occur or continue.

Misconduct that Requires Specific Consequences

Acts that require specific consequences include the following:

- Possession or Use of Illegal Drugs or Alcoholic Beverages
- Possession or Use of Tobacco Products
- Bullying or Harassment
- Dating Violence and Abuse
- Threats Against the Academy
- Chemical or Biological Attacks or Threats
- Possession of Guns, Weapons, or Dangerous Objects
- Gang Activity
- Violent Acts Resulting in Serious Injury
- Making False Accusations or Reports

Drugs and Alcoholic Beverages

Use of a drug authorized by a medical prescription from a registered physician for a specific scholar shall not be considered a violation of this rule. However, all procedures found in the Bradenton Classical Academy's medication policy must be followed. The scholar shall not knowingly possess, use, transmit or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, any other controlled or synthetic substance defined in F.S. 893.03, or substitute for such, hemp, Cannabidiol (CBD), alcoholic beverage (including powdered alcohol), inhalant or intoxicant, or over the counter drugs of any kind. This applies to the scholar on Academy grounds before, during, or after Academy hours, or off Academy grounds on the Academy bus, at the bus stop, at Academy activities, functions, or events. Also, the scholar shall not possess, have under control, sell, or deliver any device, or contrivance, instrument or paraphernalia containing the substance or substances described in this paragraph, or any residue of such substance, or devices intended for use or used in injecting, inhaling/huffing, smoking, administering, or using any of the foregoing prescribed drugs, narcotics or stimulants.

Possession, Use, Under the Influence

For substances that are not considered over the counter, the first offense for possession, use, or under the influence will result in up to a 10-day suspension. The Head of School or designee may offer to reduce scholar suspension to five days providing the scholar and a parent or guardian attend and complete the district's SAFE (Substance Abuse and Family Education) Program. For a second offense of possession, use, or under the influence, the scholar will be automatically suspended for up to 10 days and a recommendation for expulsion or reassignment to an alternative placement may be made by the Head of School or designee to the Manatee County School District.

Selling, Purchasing, Providing, Distributing, & Receiving

If the scholar buys, sell, trade, provide, negotiate, receive, or engage in any drug or alcohol-related transaction at the Academy, at Academy-related activity, at the bus stop or on an Academy bus - even if the sale or purchase does not actually take place - the scholar will be suspended for up to 10 days and a recommendation for expulsion or reassignment to an alternative placement will be made to the Head of School or designee. Providing or receiving over-the-counter drugs to other scholars may be considered a Level 2 infraction for endangerment, while providing others with medication prescribed to the scholar (or others) may be considered a Level 4 offense that is subject to a suspension of up to 10 days.

Fake Drugs

If the scholar is caught possessing or distributing a substance that is represented to be an illegal drug the scholar may be suspended for up to 10 days or recommended for a disciplinary reassignment to another school or program.

Possession or Use of Tobacco

Possession or use of tobacco by minors is illegal. If the scholar is caught smoking or in possession of tobacco, the Academy Resource Officer or other law enforcement officer may give the scholar a written citation. In addition to possible fines, if the scholar is caught using or possessing any form of tobacco, including electronic cigarettes at the Academy, at any Academy-sponsored activity, at the Academy bus stop or on the Academy bus, the scholar will receive a disciplinary consequence. Tobacco or nicotine products include cigars, cigarettes, dip, snuff, dissolvable tobacco products (e.g., gum, mints, or dissolvable strips), supplies or equipment for vaping and electronic smoking devices. **Additionally, any electronic smoking device is subject to field- testing for illicit substances and may be permanently confiscated.**

| | Drug and Alcohol Offenses | | |
|---|---------------------------|-------------------------|-------------------------|
| | 1 st Offense | 2 nd Offense | 3 rd Offense |
| Over-the-Counter Drugs and Medications | | | |
| Possession | Level 1 | Level 2 | Level 3 |
| Misuse | Level 2 | Level 3 | Level 4 |
| Providing or receiving | Level 2 | Level 3 | Level 4* |
| Selling or Intent to Sell/Buy | Level 4* | Level 4* | Level 4* |
| Prescription Drugs (prescribed to scholar) | | | |
| Possession | Level 2 | Level 3□ | Level 4 |
| Misuse | Level 3□ | Level 4 | Level 4 |
| Providing or Receiving | Level 4 | Level 4* | Level 4* |
| Selling or Intent to Sell/Buy | Level 4* | Level 4* | Level 4* |
| Illegal and Illicit Drugs | | | |
| Possession | Level 3□ | Level 4* | Level 4* |
| Use or Under the Influence | Level 3□ | Level 4* | Level 4* |
| Providing or Receiving | Level 4* | Level 4* | Level 4* |
| Selling or Intent to Buy/Sell | Level 4* | Level 4* | Level 4* |
| Alcohol | | | |
| Possession | Level 3□ | Level 4* | Level 4* |
| Use or Under the Influence | Level 3□ | Level 4* | Level 4* |
| Providing or Receiving | Level 4* | Level 4* | Level 4* |
| Selling or Intent to Sell/Buy | Level 4* | Level 4* | Level 4* |

* Scholar is automatically suspended for up to 10 days and reassigned to an alternative program

- Scholar is offered the SAFE program to assist with any substance use issue

Bullying and Harassment

Conduct that constitutes bullying or harassment, as defined below, is prohibited. Bullying is the mistreatment of an individual or group characterized by a willful intent to cause harm and a perceived advantage in power. These acts can be socially, emotionally, or physically damaging in nature to include but not limited to teasing, name calling, rumor spreading, exclusion, intimidation, threats, damaging personal property, stealing, public or private humiliation, stalking, pushing, shoving, or other physical attacks, and sexual, religious, or racial/ethnic harassment. Harassment involves any threatening, insulting, or dehumanizing act or gesture, which places an individual in reasonable fear of harm to his or her person or damage to his or her property; has the effect of substantially interfering with an individual's educational performance, opportunities, or benefits; or has the effect of substantially disrupting the orderly operation of the Academy or activity.

Both bullying and harassment are prohibited at the Academy, during Academy-related activities (whether on or off campus), on the Academy bus, at the bus stops, and while using computers or other electronic devices, which is known as cyberbullying. Cyberbullying and harassment are also prohibited through off-campus Internet posting, phone calls, or text messaging - if such behavior disrupts the orderly environment of the Academy or activity or interferes with the educational

opportunities of others.

If the scholar engages in bullying or harassment, the consequences and appropriate remedial action may range from positive behavioral interventions up to and including suspension, reassignment to an alternative program, and expulsion. More severe or persistent infractions will result in more intensive interventions and administrative actions. Additionally, the appropriate Academy administrator or designee will report to the victim's parents any incident of bullying or harassment once an investigation of an incident has been initiated. Bullying should be reported to the appropriate Academy administrator or through the Academy anonymous reporting program.

Hazing

Hazing is defined by F.S. 1006.135 as any action or situation that endangers the mental or physical health or safety of a scholar at the Academy with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any the Academy-sanctioned organization. Hazing includes, but is not limited to:

- a) pressuring, coercing, or forcing a scholar to:
 - 1. Violate state or federal law
 - 2. Consume any food, liquor, drug, or other substance; or
 - 3. Participate in physical activity that could adversely affect the health or safety of the scholar.
- b) any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

Dating Violence or Abuse

Conduct that constitutes dating violence and abuse as defined below is prohibited. Dating violence is a pattern of verbal, physical, emotional, or sexual violence or abuse used by one person in a current or past relationship to exert power and control over the other person. Abuse may include insults, coercion, social sabotage, sexual harassment, threats or acts of physical or sexual abuse. The abusive partner uses this pattern of violent or coercive behavior to gain power and maintain control over the other person. Academy employees are required to report to the Head of School or designee suspected cases of dating violence or abuse. Scholars should report suspected cases of dating violence or abuse to the Head of School or designee and may do so anonymously. Scholar victims should report any incidents of dating violence or abuse to the Head of School or designee as soon after it occurs as possible. The Head of School or designee will immediately investigate the allegation and proceed under paragraph L.

PROCEDURES FOR SUSPENSION AND EXPULSION. If the Head of School or designee determines a scholar is guilty of dating violence or abuse, the scholar will be suspended from the Academy for up to 10 days and may, when appropriate, be recommended for assignment to another school or program as an accommodation for the victim. Suspected criminal conduct will be reported to law enforcement.

The Academy Health Education Curriculum for grades 7-12 will include a component on teen dating violence and abuse, with emphasis on prevention education.

Threats Against the Academy

If the scholar is involved in making a destructive device, fake destructive device, or planning the use of such a device, either at the Academy, or at the Academy activity, or while the scholar is at the Academy or at the Academy activity, the scholar will be suspended for up to 10 days, recommended for expulsion, and reported to law enforcement for prosecution. The same actions will be taken if the scholar makes a threat by any means against the Academy, Academy property, Academy personnel, or scholars, regardless of any disruption on campus or any Academy-related function. This includes direct, veiled, or implied threats communicated verbally, in writing, or through social media platforms. If the scholar makes any such threat, the scholar will be referred to the Academy's threat assessment team. This team is charged with helping to ensure the safety of all persons in the Academy and will take steps that may include interviews with friends, teachers, staff, parents, or employers regarding any concerns they may have. The threat assessment team is also responsible for making referrals for mental health services and to law enforcement for continued investigation, if the scholar poses a concern or threat to the Academy or any member of the Academy community.

Reporting Threats or Suspicious Activity

Scholars, parents, staff, or any individual may report threats, or any concerning behaviors exhibited by a member of the Academy community. All persons are strongly encouraged to be vigilant of potential signals, warning signs, and threats and to not hesitate in reporting their concerns immediately. This is particularly true of online or social media posts. FortifyFL is an app specifically designed by the State of Florida to assist in reporting suspicious or concerning behavior, which may be downloaded to mobile devices for immediate reporting.

NOTE: If the scholar make a threat or false report - to include a bomb threat, bomb threat hoax, or a knowingly false report - concerning the use of a destructive device or firearm in a violent manner, as defined by F.S. 790.162 and 790.163, involving the Academy or Academy personnel's property, the Academy transportation, or an Academy-sponsored activity, the scholar may be expelled (with or without continuing education services) from scholar regular the Academy for a period of not less than one full year, as well as referred for criminal prosecution and mental health services identified by the Academy, pursuant to F.S. 1012.584(4) for evaluation or treatment, when appropriate. The Head of School may consider the expulsion requirement on a case-by-case basis and request the Academy's Managing Board to modify the requirement by assigning the scholar to a disciplinary program, if it is determined to be in the best interest of the scholar and the at Academy system. Commission of either of these offenses is a second-degree felony, punishable by up to 15 years of imprisonment and a \$10,000 fine. The Academy Board must maintain a policy for all threats to commit violence or harm. Even threats made in jest or in exaggeration must be treated as serious and may subject the scholar to suspension, reassignment, or expulsion. If the scholar makes a threat of violence, Academy administration will assess the situation and where appropriate, take administrative action.

Violent Acts

If the scholar violently attacks an Academy employee or any other person connected with the Academy, or acts as a decoy in a violent attack at the Academy, an Academy function, on the bus or at a bus stop, the scholar will be suspended from the Academy for up to 10 days and may face a recommendation for expulsion or reassignment to an alternative program. If the scholar is charged with violently attacking another person somewhere else other than the Academy, the scholar

may be removed from the general education program and administratively assigned to another program if the scholar Head of School believes scholar presence on campus may be disruptive or pose a concern for the safety of scholars or staff.

Possession of Firearms and Weapons

According to Florida Statute 790.115(2)(a) scholars will not possess any firearm, destructive device, or other weapon as defined in F.S. 790.001(13) and/or listed under Category A (below). Federal and state laws require the scholar be expelled from the Academy, with or without continuing educational services, for a period of not less than one full year, referred to mental health services identified by the Academy, pursuant to F.S. 1012.584(4), and referred for criminal prosecution if the scholar bring a firearm or a weapon to the Academy, to any Academy function, or onto any Academy-sponsored transportation, or if the scholar possess a firearm or weapon at the Academy. Expulsion is required, even if the scholar brought the firearm or weapon for self- defense. The Academy Board may assign the scholar to a disciplinary program for the purpose of continuing educational services during the period of expulsion. The Head of School may consider the expulsion requirement on a case-by-case basis and request the Academy Board to modify the requirement by assigning the scholar to a disciplinary program or other appropriate consequence, if it is determined to be in the best interest of the scholar and the charter school system.

NOTE: Per F.S. 790.115, the Bradenton Classical Academy strictly prohibits any firearms from being stored in scholar vehicles parked on any Academy grounds or at any Academy-sponsored event. The Head of School may give the scholar written permission to possess a gun or weapon while on campus or at the Academy function when the gun or weapon is part of the curriculum of the Academy. An example of this is when a gun or rifle may be part of JROTC drill and firing ranges. If the scholar brings weapon-like contraband to the Academy, to any Academy function, or onto any Academy-sponsored transportation, or if the scholar uses any non-weapon as a weapon to threaten or injure others, the scholar may be suspended for up to 10 days and possibly recommended for alternative placement, expulsion, and referred for criminal prosecution.

WEAPONS AND FIREARMS
Category A
Mandatory Alternative Placement or Expulsion
F.S. 1006.13 and F.S. 790.001(6)(13)

- a. Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
- b. The frame or receiver of any such weapon described above;
- c. Any firearm muffler or firearm silencer;
- d. Any machine gun;
- e. Any destructive device as defined by F.S. 790.001(4) including but not limited to bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing an explosive, incendiary, or poison gas;
- f. Any type of weapon which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive and which has a barrel with a bore of ½ inch or more in diameter;
- g. Knife or dirk (excluding common pocket knife, plastic knife and blunt bladed table knife);
- h. Metallic or other knuckles;
- i. Slungshot - a striking weapon consisting of weight or other hard object affixed on a flexible handle or strap;
- j. Billy club;
- k. Flare gun;
- l. Tear gas gun, except a self-defense chemical spray carried solely for the purpose of self- defense in a compact size and containing not more than 2 ounces of chemical.
- m. Chemical weapon or device or any other deadly weapon.
- n. Electric weapon or device.

WEAPON-LIKE CONTRABAND

Category B

Suspension or Alternative Placement or Expulsion
F.S. 1006.13 and F.S. 790.001(6)(13)

- a. Slingshot;
- b. Fireworks;
- c. Razorblade/razor;
- d. Any knife or bladed instrument not covered in Category A;
- e. Non-weapons used as weapons: A student using as a weapon any article or substance not normally considered to be a weapon (including but not limited to rocks, pens, pencils, lasers, chains, lumber, screwdriver, etc.) or facsimile (toy or otherwise) but which is used by a student as a weapon to intimidate, threaten, coerce or injure another individual shall be suspended and may be recommended for expulsion.
- f. Any replica or facsimile of any item listed in Categories A or B, including toys, souvenirs, antiques, broken, or inoperable weapons, including but not limited to bb guns, pellet guns, paint guns, squirt guns, regardless of how they are used or displayed.
- g. Ammunition and any component thereof, including but not limited to bullets, shotgun shells, bullet casings, magazines, or clips.

In addition to the administrative actions listed in the Code of Student Conduct, possession of weapon-like contraband by any student while the student is on school property or in attendance at a school function may also result in criminal prosecution (F.S. 790.115).

Gang Activity

No scholar shall commit any act which promotes gangs or gang-related activities. A gang is a formal or informal organization or group that has as one of its primary activities the commission of criminal or delinquent acts and consists of three or more persons who have a common name or common identifying signs or symbols and have one or more members who engage in a pattern of criminal street gang activity. Conduct prohibited by this policy includes but is not limited to the following:

- a) Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs, or other items which may be evidence of membership or affiliation in any gang.
- b) Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) to convey membership or affiliation in a gang.
- c) Soliciting others for gang membership.
- d) Tagging, or otherwise defacing the Academy or personal property with gang or gang-related symbols or slogans.
- e) Requiring payment of protection, insurance, or otherwise intimidating or threatening any person related to gang activity.
- f) Inciting other scholars to intimidate or to act with physical violence upon any other person related to gang activity.
- g) If the scholar commits any gang-related activity while at the Academy, the Academy activity, the Academy bus stop, or on the Academy bus, the scholar will be suspended from the Academy for up to 10 days. If the scholar commits a second gang-related activity while under the jurisdiction of the Academy that can be documented by law enforcement, the scholar may be assigned to an alternative program or face expulsion.

'Sexting'

If while under the jurisdiction of the Academy the scholar posts, sends or forward to anyone else a nude or sexually revealing images of a person through the Internet or text message, or if the scholar

shows such image to other people, the scholar may be suspended from the Academy and possibly be recommended for reassignment or expulsion. The scholar may also be subject to arrest for violation of child pornography laws if the scholar in the photo is a minor. If the scholar is found to have sent any such images or messages to other members of the Academy community regardless of time or location, the scholar still may be subject to the Academy-based consequences under Florida cyberbullying and harassment laws (F.S. 1006.147).

Making False Accusations

If the scholar intentionally makes false accusations that jeopardize the professional reputation, employment or professional certification of a teacher or other member of the Academy staff, the scholar will be suspended for up to 10 days and may be recommended for assignment to an alternative the Academy or for expulsion.

MISCONDUCT THAT MAY RESULT IN DISCIPLINE

The scholar is expected to behave while at the Academy, at the Academy activities, at the Academy bus stop and on the Academy bus. The scholar may be disciplined if the scholar does anything during those times or attempts to do anything that violates the Academy rule or that may:

- Hurt, harass, or threaten others,
- Damage property,
- Disrupt class, the Academy or Academy activity,
- Be dishonest or
- Violate a criminal law or state statute.

The scholar may be subject to disciplinary action even if scholar conduct occurs off campus but is connected to activities or incidents that occurred on campus or at the Academy activity, or conduct that, regardless of where it occurs, is directed at a Board official or employee, or the property of such official or employee.

Discipline Matrix

The discipline matrix is a tool that helps ensure a consistent and progressive response to discipline across all the Academy. The below incident codes and corresponding types of offenses represent the different types of infractions found in our FOCUS scholar information system. These larger infraction headings encompass the full range of scholar misconduct and include more specific behaviors (such as cutting in the lunch line or using profanity). Each offense may be met with a range of appropriate consequences that escalate with each successive infraction of that offense. The matrix does not necessarily call for every intervention or consequence listed, but rather reflects a range of appropriate possibilities, considering any mitigating factors. All Office Discipline Referrals are also met with a phone call home to scholar parent(s), in addition to any consequences outlined in the matrix. Once the type of offense is located on the left-hand side of the matrix, simply follow that row to the right to see which consequences and interventions are considered appropriate for the number of times that specific offense has been repeated. The scholar may use the key below for proper identification of the specific types of administrative action found on the matrix.

| Action Code | Administrative Action Type | Action Code | Administrative Action Type |
|-------------|---|-------------|-------------------------------------|
| ASD | After Academy Detention | LDT | Lunch Detention |
| ALT | Alternative Placement Referral | S | Other SESIR Defined |
| AOS | Alternative to OSS | OSS | Out-of-Academy Suspension |
| AWD | Assign Work Detail | PCN | Parent Conference |
| BSD | Before Academy Detention | PPH* | Parent/Guardian Phoned |
| BCM | Behavior Contract Made | PWR | Parent/Guardian Written |
| CUP | Clean Up – Vandalism | PMD | Peer Mediation |
| CMS | Community Service | RGU | Referred to Guidance |
| CFS | Confiscate | RLW | Referred to Law Enforcement |
| CFR | Conflict Resolution (includes NCO) | RTI | Response to Intervention (MTSS) |
| CAW | Counseled and Warned | RES | Restitution |
| DIS | Other Academy Defined (such as contracts, intervention courses) | SPH | Suspension Extended Pending Hearing |
| EXS | Extra the Academy | ISC | Suspension until Parent Conf. – ISS |
| FIN | Fine Charged | OSC | Suspension until Parent Conf. – OSS |
| ISS | In-School Suspension | SBS | Suspended from Bus |
| LOA | Letter of Apology | TMO | Time Out |
| LPP | Loss of Parking Privileges | Zero | Scholar Receives No Grade for Work |
| LOP | Loss of Privileges | | |

*All office discipline referrals are to be met with attempted telephone contact with the enrolling parent.

| Elementary Level Discipline Matrix for Grades PK 2 | | | | | | |
|--|----------------------|--|-------------------------|-------------------------|-------------------------------|--------------------------|
| Incident Code | Offense Type | 1 st Offense | 2 nd Offense | 3 rd Offense | 4 th Offense | Subsequent Offenses |
| Level 1 Offenses | | | | | | |
| AT | Attendance Violation | No referral – work with parents/guardians to resolve the attendance issues | | | | |
| DB | Disruptive Behavior | CAW | LOP, PWR, TMO | PCN, LOP, ISS, RGU, TMO | LDT, LOP, PCN, RTI, 1-day ISS | LOP, PCN, RTI, 1-day ISS |
| DC | Dress Code Violation | No referral – work with parents to resolve issues re: appropriate attire | | | | |
| DO | Disrespect Others | CAW, LOA | LOA, LOP | CFR, LOA, LOP, | CRF, LDT, LOP, PCN, RTI, TMO | LOP, PCN, RTI, 1-day ISS |

| | | | | | | |
|----|--|--|---------------------|-----------------------------|-------------------------------|-----------------------------|
| | | | | PWR, RGU | | |
| FS | Failure to Serve Consequences | CAW | LOP, PWR | LOP, PCN | LDT, LOP, PCN, RTI | LOP, PCN, RTI, 1-day ISS |
| HP | Horseplay | CAW | CAW, LOP | LOP, PWR, RGU, TMO | LDT, LOP, PCN, RTI, TMO | LOP, PCN, RTI, 1-day ISS |
| ID | Identification Infraction | No referral – parents must pay for replacement of ID badge | | | | |
| IN | Inappropriate Behavior (Minor Infraction) | CAW | LOP | LOP, PWR, RGU, TMO | LDT, LOP, PCN, RTI, TMO | LOP, PCN, RTI, 1-day ISS |
| MV | Medication Policy Violation | CAW | LOP, PWR, PCN | LOP, PCN | LDT, LOP, PCN, RTI | LOP, PCN, RTI, 1-day ISS |
| TE | Technology, Inappropriate or Unauthorized Use | CAW | LOP, PWR | LOP, PCN | LDT, LOP, PCN, RTI, TMO | LOP, PCN, RTI, 1-day ISS |

| Incident Code | Offense Type | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense | Subsequent Offenses |
|--------------------------|-----------------------------|-----------------------------------|---|--|---------------------------------------|--------------------------------|
| Level 2 Offenses | | | | | | |
| AN | Aggression, Non Physical | CAW, CFR, LOA, TMO | CFR, LOA, LOP, PWR, RGU, TMO | LOP, PCN, RGU, RTI, 1-day ISS | LOP, PCN, RTI, 1- to 2- day ISS | 1-day OSS, LOP, PCN, ALT |
| BL | Bullying, Non- SESIR | CAW, CFR, LOA, TMO | CFR, LOP, PWR, RGU, 1-day ISS | BCM, LOP, PCN, RTI, 1- to 2-day ISS | BCM, DIS, LOP, PCN, 1-day OSS | ALT, LOP, 1- to 2-day OSS |
| CH | Cheating | LOP, Zero | LOP, PWR, Zero | LOP, PCN, PWR, RGU, TMO, Zero | LDT, LOP, PCN, RTI, TMO, Zero | LOP, PCN, Zero, 1-day ISS |

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| CO | Contraband, Possession | CAW, CFS, LOP | CFS, LOP, PWR, RGU, TMO | BCM, LOP, PCN, RGU, RTI, TMO | CFS, LOP, PCN, RTI, 1-day ISS | ALT, CFS, LOP, PCN, RTI, 1-day ISS |
| DF | Defiance | CAW, LOA, LOP | LOA, LOP, PWR, RGU, TMO | BCM, LOP, PCN, RGU, RTI, TMO | DIS, LOP, PCN, RTI, 1-day ISS | ALT, LOP, PCN, RTI, 2-day ISS |
| DA | Disrespecting Staff/Authority | CAW, LOA, LOP | LOA, LOP, PWR, RGU, TMO | BCM, LOP, PCN, RGU, RTI, TMO | DIS, LOP, PCN, RTI, 1-day ISS | ALT, LOP, PCN, RTI, 2-day ISS |
| EC | Electronic Cigarette Possession | CFS, PCN, RLW | CFS, PCN, RLW, RTI, 1-day ISS | CFS, PCN, RLW, RTI, 1-day OSS | Contact DCF | |
| EN | Endangerment | CAW, | LOP, PWR, | LOP, PCN, | LOP, PCN, | ALT, LOP, |
| | | LOA, LOP | RGU, TMO | RGU, RTI, TMO | RTI, 1-day ISS | PCN, RTI, 2-day ISS |
| IN | Inappropriate Behavior, Major | CAW, LOP, TMO | LOP, PWR, RGU, TMO | BCM, LOP, PCN, RGU, RTI, TMO | DIS, LOP, PCN, RTI, 1-day ISS | ALT, LOP, PCN, RTI, 2-day ISS |
| HA | Harassment, Non- SESIR | CAW, LOP, TMO | LOP, PWR, RGU, TMO | BCM, LOP, PCN, RGU, RTI, TMO | DIS, LOP, PCN, RTI, 1-day ISS | ALT, LOP, PCN, RTI, 2-day ISS |
| LC | Leaving Campus without Authorization | CAW, LOP | LOP, PCN, RTI, TMO | LOP, PCN, RTI, TMO, 1-day ISS | DIS, LOP, PCN, RTI, 1-day ISS | ALT, LOP, PCN, RTI, 2-day ISS |

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| *TBC | SESIR Tobacco Possession or Use | See Grades 3-5 Matrix and contact DCF | | | | |
| TF | Theft/Larceny Less than \$750 | CAW, LOA, LOP, RES | LOA, LOP, PWR, RES, RGU, RLW, TMO | LOP, PCN, RES, RGU, RLW, RTI, TMO | DIS, LOP, PCN, RES, RTI, RLW, 1-day ISS | ALT, LOP, PCN, RES, RLW, RTI, 2-day ISS |
| VN | Vandalism Less than \$1,000 | CAW, LOA, LOP | LOA, LOP, PWR, RES, RGU, RLW, TMO | LOP, PCN, RES, RLW, RTI, TMO | DIS, LOP, PCN, RES, RTI, RLW, 1-day ISS | ALT, LOP, PCN, RES, RLW, RTI, 2-day ISS |

| Incident Code | Offense Type | 1 st Offense | 2 nd Offense | 3 rd Offense | 4 th Offense | Subsequent Offenses |
|--|---|---------------------------------------|------------------------------------|--|------------------------------------|---|
| Level 3 Offenses | | | | | | |
| Due to age considerations, the PK 2 Matrix does not include SESIR incidents. Please refer to the Grade 3-5 Matrix if the PK 2 scholar's behavior qualifies as an SESIR incident. | | | | | | |
| AG | Aggression, Physical | CAW, CFR, LOA, TMO | CFR, LOA, LOP, PWR, RGU, 1-day ISS | BCM, LOP, PCN, RGU, RTI, 1- to 2-day ISS | DIS, LOP, PCN, RTI, 1-day OSS | ALT, LOP, PCN, 1- to 2-day OSS |
| *ALC | SESIR Alcohol Possession, Use or Distribution | See Grades 3-5 Matrix and contact DCF | | | | |
| *BUL | SESIR Bullying | See Grades 3-5 Matrix | | | | |
| CS | Contraband Sale | CAW, CFS, LOP, PWR | CRS, LOP, PNC, RGU, TMO | CFS, LOP, PCN, RTI, 1-day ISS | CFS, DIS, LOP, PCN, RTI, 1-day OSS | ALT, CFS, DIS, LOP, PCN, RTI, 1- to 2-day OSS |
| DV | Dating Violence or Abuse | See Grades 3-5 Matrix | | | | |
| *DRU | SESIR Drug Possession or Use | See Grades 3-5 Matrix and contact DCF | | | | |
| FT | Fighting, Non SESIR | CAW, CFR, LOA, TMO | CFR, LOA, LOP, PWR, RGU, 1-day ISS | DIS, LOP, PCN, RTI, 1-day OSS | ALT, LOP, PCN, 1- to 2-day OSS | - |
| GN | Gang-Related Activities | See Grades 3-5 Matrix | | | | |
| *HAR | SESIR Harassment | See Grades 3-5 Matrix | | | | |
| *HAZ | SESIR Hazing | See Grades 3-5 Matrix | | | | |
| OS | Other Serious Misconduct | LOP, PWR, TMO | LOP, PWR, RGU, 1-day ISS | BCM, LOP, PCN, RGU, RTI, 1- to 2-day ISS | DIS, LOP, PCN, RTI, 1-day OSS | ALT, LOP, PCN, 1- to 2-day OSS |

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| *STL | SESIR Theft/Larceny \$750 or more | See Grades 3-5 Matrix |
| SX | Sexting | See Grades 3-5 Matrix |
| *SXH | SESIR Sexual Harassment | See Grades 3-5 Matrix |
| *SXO | SESIR Sexual Other | See Grades 3-5 Matrix and contact DCF |
| *TRS | SESIR Trespassing | See Grades 3-5 Matrix |
| *VAN | SESIR Vandalism | See Grades 3-5 Matrix |

| Incident Code | Offense Type | 1 st Offense | 2 nd Offense | 3 rd Offense | 4 th Offense | Subsequent Offenses |
|--|----------------------------|---------------------------------------|---|-------------------------------|-------------------------|---------------------|
| Level 4 Offenses Due to age considerations, the PK 2 Matrix does not include SESIR incidents. Please refer to the Grade 3 5 Matrix if the PK 2 scholar's behavior qualifies as an SESIR incident. | | | | | | |
| *ARS | SESIR Arson | See Grades 3-5 Matrix | | | | |
| *BAT | SESIR Battery | See Grades 3-5 Matrix | | | | |
| *DOC | SESIR Disruption on Campus | See Grades 3-5 Matrix | | | | |
| *DRD | SESIR Drug Distribution | See Grades 3-5 Matrix and contact DCF | | | | |
| FA | False Accusation | LOP, PCN, PWR, 1-day ISS | LOP, PCN, RGU, RTI, 1- to 2-day ISS | ALT, PCN, 1- to 2-day OSS | - | - |
| *FIT | SESIR Fighting | See Grades 3-5 Matrix | | | | |
| *OMC | SESIR Other Major | See Grades 3-5 Matrix | | | | |
| *PHA | SESIR Physical Attack | See Grades 3-5 Matrix | | | | |
| *ROB | SESIR Robbery | See Grades 3-5 Matrix | | | | |
| *SXA | SESIR Sexual Assault | See Grades 3-5 Matrix | | | | |
| *SXB | SESIR Sexual Battery | See Grades 3-5 Matrix | | | | |
| *TRE | SESIR Threat | See Grades 3-5 Matrix | | | | |
| WC | Weapon-Like Contraband | CAW, CFS, LOP, PWR, RGU, | CFS, DIS, LOP, PNC, RGU, RTI, 1-day ISS | ALT, CFS, DIS, LOP, PNC, RTI, | - | - |

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| | | RLW | | 1- to 2-day OSS | | |
| *WPO | SESIR Weapon Possession or Use | See Grades 3-5 Matrix | | | | |

| Elementary Level Discipline Matrix for Grades 3 5 | | | | | | |
|---|-------------------------------|--|-------------------------------|--|---|-------------------------------------|
| Incident Code | Offense Type | 1 st Offense | 2 nd Offense | 3 rd Offense | 4 th Offense | Subsequent Offenses |
| Level 1 Offenses | | | | | | |
| AT | Attendance Violation | CAW, LOP | LOP, TMO | No referral – work with parents to resolve attendance issues | | |
| DB | Disruptive Behavior | CAW, TMO | LOP, PWR, RGU, TMO, 1-day ISS | LOP, PCN, RGU, RTI, 1- to 2-day ISS | LDT, LOP, RTI, 1-day OSS | LOP, PCN, RTI, 1- to 2-day OSS |
| DC | Dress Code Violation | No referral – work with parents to resolve issues re: appropriate attire | | | | |
| DO | Disrespect Others | CAW, LOA | CFR, LOA, LOP, PMD | CFR, LOP, PMD, PWR, RGU, TMO, 1-day ISS | CFR, LDT, LOP, PCN, PMD, RTI, 1- to 2-day ISS | DIS, LOP, PCN, RTI, 1- to 2-day OSS |
| FS | Failure to Serve Consequences | CAW | ASD, BSD, LDT, LOP | ASD, BSD, LDT, LOP, PCN, 1-day ISS | ASD, BSD, LDT, LOP, PCN, RTI, 1- to 2-day ISS | LDT, LOP, PCN, RTI, 2- to 3-day ISS |
| HP | Horseplay | CAW | CAW, LOP, RGU, TMO | LDT, LOP, PWR, RGU, RTI, TMO | LDT, LOP, PCN, RTI, 1-day ISS | LDT, LOP, PCN, RTI, 1- to 2-day ISS |
| ID | Identification Infraction | No referral – parents must pay for replacement of ID badge | | | | |

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| IN | Inappropriate Behavior (Minor Infraction) | CAW | LDT, LOP, TMO | LDT, LOP, PWR, RGU, RTI, 1-day ISS | LDT, LOP, PCN, RTI, 1- to 2-day ISS | LDT, LOP, PCN, RTI, 1-day OSS |
| MV | Medication Policy Violation | CAW, PWR | LOP, PWR, PCN | LDT, LOP, PCN, RTI | LDT, LOP, PCN, RTI, 1-day ISS | LDT, LOP, PCN, RTI, 1- to 2-day ISS |
| TE | Technology, Inappropriate or Unauthorized Use | CAW, CFS | LOP, PWR, CFS, TMO | CFS, LDT, LOP, PCN, TMO | CFS, LDT, LOP, PCN, RTI, 1-day ISS | LDT, LOP, PCN, RTI, 1- to 2-day ISS |

| Incident Code | Offense Type | 1 st Offense | 2 nd Offense | 3 rd Offense | 4 th Offense | Subsequent Offenses |
|-------------------------|-------------------------------|-------------------------|--|---|---|-------------------------------------|
| Level 2 Offenses | | | | | | |
| AN | Aggression, Non Physical | CAW, CFR, LOA, TMO | CFR, LDT, LOA, LOP, PMD, PWR, RGU, 1-day ISS | LDT, LOP, PCN, PMD, RGU, RTI, 1- to 2-day ISS | DIS, LOP, PCN, RTI, 1-day OSS | ALT, LOP, PCN, ALT, 1- to 2-day OSS |
| BL | Bullying, Non-SESIR | CAW, CFR, LOA, TMO | CFR, LDT, LOP, RGU, 1- to 2-day ISS | BCM, DIS, LOP, PCN, RTI, 1-day OSS | ALT, BCM, DIS, LOP, PCN, RTI, 1- to 2-day OSS | ALT, LOP, 1- to 3-day OSS |
| CH | Cheating | LOP, TMO, Zero | LDT, LOP, PWR, RGU, Zero, 1-day ISS | LDT, LOP, PCN, RTI, Zero, 1- to 2- day ISS | LDT, LOP, PCN, RTI, Zero, 1-day OSS | LOP, PCN, Zero, 1- to 2- day OSS |
| CO | Contraband, Possession | CAW, CFS, LOP, TMO | CFS, LOP, PCN, RGU, 1-day ISS | CFS, LDT, LOP, PCN, RTI, 1- to 2- day ISS | CFS, DIS, LDT, LOP, PCN, RTI, 1-day OSS | ALT CFS, LOP, PCN, 1- to 2-day OSS |
| DF | Defiance | CAW, LOA, LOP, TMO | LDT, LOA, LOP, PWR, RGU, 1-day ISS | BCM, LDT, LOP, PCN, RGU, RTI, 1- to 2-day ISS | DIS, LOP, PCN, RTI, 1-day OSS | ALT, LOP, PCN, 1- to 2- day OSS |
| DA | Disrespecting Staff/Authority | CAW, LOA, LOP | LDT, LOA, LOP, PWR, RGU, TMO | BCM, LDT, LOP, PCN, RTI, 1- to 2- day ISS | DIS, LOP, PCN, RTI, 1-day OSS | ALT, LOP, PCN, RTI, 1- to 2-day OSS |

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| EC | Electronic Cigarette Possession | CFS, DIS, PWR, RLW, 1-day ISS | CFS, PCN, RLW, RTI, 1- to 2-day ISS | CFS, PCN, RLW, RTI, 1-day OSS | CFS, PCN, RLW, RTI, 1- to 2-day OSS, Contact DCF | ALT, 1- to 3-day OSS, Contact DCF |
| EN | Endangerment | CAW, LOA, LOP, TMO | LDT, LOP, PWR, RGU, 1-day ISS | BCM, LDT, LOP, PCN, RTI, 1- to 2-day ISS | DIS, LOP, PCN, RTI, 1-day OSS | ALT, LOP, PCN, 1- to 2-day OSS |
| IN | Inappropriate Behavior, Major | CAW, LOP, TMO, 1-day ISS | LDT, LOP, PWR, RGU, TMO, 1- to 2-day ISS | BCM, LDT, LOP, PCN, RGU, RTI, 1-day OSS | DIS, LOP, PCN, RTI, 1- to 2-day OSS | ALT, LOP, PCN, 1- to 3-day OSS |
| HA | Harassment, Non- SESIR | CAW, LOP, TMO | LOP, PWR, RGU, 1-day ISS | BCM, LOP, PCN, RGU, RTI, 1- to 2-day ISS | DIS, LOP, PCN, RTI, 1-day OSS | ALT, LOP, PCN, 1- to 2-day OSS |
| LC | Leaving Campus without Authorization | CAW, LDT, LOP, TMP | LDT, LOP, PCN, RTI, TMO, 1-day ISS | LDT, LOP, PCN, RTI, TMO, 1- to 2-day ISS | DIS, LDT, LOP, PCN, RTI, 1- to 3-day ISS | ALT, LOP, PCN, 1-day OSS |
| *TBC | SESIR Tobacco Possession or Use | CFS, FIN, PWR, RLW, TMO | CFS, FIN, PCN, RLW, RTI, 1- to 2-day ISS | CFS, PCN, RLW, RTI, 1- to 2-day OSS, Contact DCF | Contact DCF | - |
| TF | Theft/Larceny Less than \$750 | CAW, LOA, LOP, RES, RLW, TMO | LDT, LOA, LOP, PWR, RES, RGU, RLW, 1-day ISS | LDT, LOP, PCN, RES, RLW, RTI, 1- to 2-day ISS | DIS, LDT, LOP, PCN, RES, RTI, RLW, 1- to 2-day OSS | ALT, LOP, PCN, RES, RLW, 1- to 3-day OSS |

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| VN | Vandalism Less than \$1,000 | CAW, CUP, LOA, LOP, REW, RLW, TMO | CUP, LDT, LOA, LOP, PWR, RES, RGU, RLW, 1-day ISS | CUP, LDT, LOP, PCN, RES, RLW, RTI, 1- to 2-day ISS | CUP, DIS, LDT, LOP, PCN, RES, RTI, RLW, 1- to 2-day OSS | ALT, CUP, LOP, PCN, RES, RLW, 1- to 3-day OSS |
| Incident Code | Offense Type | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense | Subsequent Offenses |
| Level 3 Offenses | | | | | | |
| AG | Aggression, Physical | CAW, CFR, LOA, LOP, PMD, 1-day ISS, 1-day OSS | CFR, LDT, LOA, LOP, PMD, PWR, RGU, 1- to 2-day ISS, 1- to 2-day OSS | LDT, LOP, PCN, PMD, RGU, RTI, 1- to 3-day OSS | DIS, LOP, PCN, RTI, 1- to 4-day OSS | ALT, LOP, PCN, ALT, 2- to 5-day OSS |
| *ALC | SESIR Alcohol Possession, Use or Distribution | LOP, PCN, RLW, 3- to 5-day OSS (Use SAFE) | ALT (automatic), LOP, PCN, RLW, 3- to 5-day OSS, Contact DCF | - | - | - |

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| *BUL | SESIR Bullying | CFR, LOA, LOP, 1- to 2-day ISS, 1-day OSS | CFR, LDT, LOP, RGU, 1- to 2-day OSS | BCM, DIS, LDT, LOP, PCN, RTI, 1- to 3-day OSS | ALT, BCM, DIS, LOP, PCN, RTI, 2- to 3-day OSS | ALT, LOP, 2- to 4-day OSS |
| CS | Contraband Sale | CFS, LOP, PWR, 1- to 2-day ISS, 1-day OSS | CFS, LOP, PNC, RGU, RTI, 1-day OSS | BCM, CFS, LOP, PCN, RTI, 1- to 2-day OSS | ALT, BCM, CFS, Dis, LOP, PCN, RTI, 1-day OSS | ALT, CFS, DIS, LOP, PCN, RTI, 1- to 2-day OSS |
| DV | Dating Violence or Abuse | CFR, LOP, RLW, 1- to 2-day ISS, 1-day OSS | BCM, CFR, LOP, PCN, RLW, RTI, 1-day OSS | CFR, Dis, LOP, PCN, RLW, RTI, 1- to 2-day OSS | ALT, CFR, LOP, RLW, 1- to 3-day OSS | - |
| *DRU | SESIR Drug Possession or Use | LOP, PCN, RLW, 3- to 5-day OSS (Use SAFE) | ALT, LOP, PCN, RLW, 3- to 5-day OSS, Contact DCF | - | - | - |
| FT | Fighting, Non SESIR | CFR, LDT, LOA, LOP, PMD, 1- to 2-day ISS, 1-day OSS | CFR, LDT, LOA, LOP, PMD, PWR, RGU, 1- to 2-day OSS | DIS, LDT, LOP, PCN, RTI, 1- to 3-day OSS | ALT, DIS, LOP, PCN, RTI, 1- to 4-day OSS | - |
| GN | Gang-Related Activities | CFR, LOP, PCN, RLW, 1- to 2-day OSS | BCM, Dis, LOP, PCN, RLW, RTI, 1- to 3-day OSS, Contact DCF | ALT (automatic), LOP, PCN, RLW, 2- to 4-day OSS, Contact DCF | - | - |

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| *HAR | SESIR Harassment | CFR, LOA, LOP, 1- to 2-day ISS, 1-day OSS | CFR, LDT, LOP, RGU, 1-day OSS | BCM, DIS, LDT, LOP, PCN, RTI, 1- to 2-day OSS | ALT, BCM, DIS, LOP, PCN, RTI, 1- to 3-day OSS | ALT, LOP, 2- to 4-day OSS |
| *HAZ | SESIR Hazing | CFR, LOA, LOP, 1- to 2-day ISS, 1-day OSS | CFR, LDT, LOP, RGU, 1-day OSS | BCM, DIS, LDT, LOP, PCN, RTI, 1- to 2-day OSS | ALT, BCM, Dis, LOP, PCN, RTI, 1- to 3-day OSS | ALT, LOP, 2- to 4-day OSS |
| OS | Other Serious Misconduct | LDT, LOP, PWR, 1- to 2-day ISS, 1-day OSS | LDT, LOP, PCN, PWR, RGU, 1- to 2-day OSS | BCM, DIS, LOP, PCN, RTI, 1- to 3-day OSS | BCM, Dis, LOP, PCN, RTI, 2- to 3-day OSS | ALT, LOP, PCN, 2- to 4-day OSS |
| *STL | SESIR Theft/Larceny \$750 or more | LDT, LOA, LOP, PWR, RES, RLW, 1-day ISS, 1-day OSS | BCM, LOP, PCN, RES, RGU, RLW, RTI, 1- to 2-day OSS | BCM, LOP, PCN, RES, RLW, RTI, 1- to 3-day OSS | DIS, LOP, PCN, RES, RTI, RLW, 1- to 4-day OSS | ALT, LOP, PCN, RES, RLW, 2- to 5-day OSS |

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| SX | Sexting | LDT, LOP, PWR, RLW, 1-day ISS, 1-day OSS | LDT, LOP, PCN, RGU, RLW, 1-day OSS | BCM, LDT, LOP, PCN, RLW, RTI, 1- to 2-day OSS, Contact DCF | DIS, LOP, PCN, RLW, RTI, 1- to 3-day OSS, Contact DCF | ALT, LOP, 2- to 4-day OSS, Contact DCF |
| *SXH | SESIR Sexual Harassment | CFR, LOA, LOP, PWR, RGU, RLW, 1-day ISS, 1-day OSS | CFR, LOP, PCN, RLW, RTI, 1-day OSS, Contact DCF | BCM, CFR, LOP, PCN, RLW, RTI, 1- to 2-day OSS, Contact DCF | CFR, DIS, LOP, PCN, RLW, 1- to 3-day OSS | ALT, LOP, 2- to 4-day OSS |
| *SXO | SESIR Sexual Other | CFR, LOP, PCN, RLW, 1- to 2-day OSS, Contact DCF | BCM, CFR, DIS, LOP, PCN, RLW, RTI, 1- to 3-day OSS, Contact DCF | ALT (automatic), LOP, PCN, RLW, 2- to 4-day OSS, Contact DCF | - | - |
| *TRS | SESIR Trespassing | LOP, PWR, RLW, 1-day ISS | LOP, PCN, RLW, 1-day OSS | BCM, LOP, PCN, RLW, RTI, 1- to 2-day OSS | DIS, LOP, PCN, RLW, RTI, 1- to 3-day OSS | ALT, LOP, RLW, 2- to 4-day OSS |
| *VAN | SESIR Vandalism | CUP, LOA, LDT, LOP, PCN, PWR, RES, RLW, 1-day ISS, 1-day OSS | CUP, LDT, LOP, PCN, RES, RGU, RLW, 1- to 2-day ISS | BCM, CUP, LDT, LOP, PCN, RES, RLW, RTI, 1- to 2-day OSS | CUP, DIS, LDT, LOP, PCN, RES, RTI, RLW, 1- to 3-day OSS | ALT, CUP, LOP, PCN, RES, RLW, 2- to 4-day OSS |

| Incident Code | Offense Type | 1 st Offense | 2 nd Offense | 3 rd Offense | 4 th Offense | Subsequent Offenses |
|-------------------------|----------------------------|--|--|---------------------------------|-------------------------|---------------------|
| Level 4 Offenses | | | | | | |
| *ARS | SESIR Arson | ALT, PCN, LOP, RLW, 2- to 4-day OSS | ALT, PCN, RLW, 4- to 6-day OSS | - | - | - |
| *BAT | SESIR Battery | ALT, CFR, LOP, PCN, RLW, 2- to 4-day OSS | ALT, CFR, DIS, LOP, PCN, RLW, RTI, 4- to 6-day OSS | ALT, PCN, RLW, 5- to 10-day OSS | - | - |
| *DOC | SESIR Disruption on Campus | ALT, LOP, PCN, RLW, 2- to 4-day OSS | ALT, DIS, LOP, PCN, RLW, RTI, 4- to 6-day OSS | ALT, PCN, RLW, 5- to 10-day OSS | - | - |
| *DRD | SESIR Drug Distribution | ALT, PCN, RLW, 5- to 10-day OSS, Contact DCF | - | - | - | - |

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| FA | False Accusation | ALT, LOA, LOP, PCN, 2- to 4- day OSS | ALT, DIS, LOA, LOP, PCN, RTI, 4- to 6-day OSS | ALT, PCN, 5- to 10-day OSS | - | - |
| *FIT | SESIR Fighting | CFR, LOP, PCN, 1- to 3-day OSS | CFR, DIS, LOP, PCN, RTI, 3- to 5- day OSS | ALT, PCN, 5- to 10-day OSS | - | - |
| *OMC | SESIR Other Major | CFS, LOP, PCN, 1- to 3-day OSS | ALT, CFS, DIS, LOP, PCN, RTI, 3- to 5-day OSS | ALT, CFS, PCN, 5- to 10-day OSS | - | - |
| *PHA | SESIR Physical Attack | CFR, LOP, PCN, RLW, 2- to 4- day OSS | ALT, CFR, DIS, LOP, PCN, RLW, RTI, 4- to 6- day OSS | ALT, PCN, RLW, 5- to 10-day OSS | - | - |
| *ROB | SESIR Robbery | ALT, CFR, DIS, LOP, PCN, RLW, RTI, 3- to 5-day OSS | ALT, PCN, RLW, 5- to 10-day OSS | - | - | - |
| *SXA | SESIR Sexual Assault | ALT, LOP, RLW, 5- to 10-day OSS, Contact DCF | ALT, RLW, 5- to 10-day OSS, Contact DCF | - | - | - |

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| *SXB | SESIR Sexual Battery | ALT, LOP, RLW, 5- to 10-day OSS, Contact DCF | - | - | - | - |
| *TRE | SESIR Threat | CFR, LOP, PWR, PCN, RLW, RTI, 1- to 3-day OSS, Conduct threat assessment | ALT, CFR, DIS, LOP, PCN, RTI, RLW, 3- to 5-day OSS, Conduct threat assessment | ALT, PCN, RLW, 5- to 10-day OSS, Conduct threat assessment | - | - |
| WC | Weapon-Like Contraband | CFS, LOP, PWR, RGU, RLW, 1- to 3-day OSS, Consider threat assessment | ALT, CFS, DIS, LOP, PNC, RTI, 3- to 5-day OSS, Consider threat assessment | ALT, CFS, DIS, LOP, PNC, 5- to 10-day OSS, Consider threat assessment | - | - |

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|------|--------------------------------|--|---|---|---|---|
| *WPO | SESIR Weapon Possession or Use | ALT, CFS, PNC, 5- to 10-day OSS, Conduct threat assessment | - | - | - | - |
|------|--------------------------------|--|---|---|---|---|

Middle Level Discipline Matrix for Grades 6-8

| Incident Code | Offense Type | 1 st Offense | 2 nd Offense | 3 rd Offense | 4 th Offense | Subsequent Offenses |
|-------------------------|---|-------------------------|------------------------------------|---------------------------------------|---|---|
| Level 1 Offenses | | | | | | |
| AT | Attendance Violation | ASD, BSD or LDT | ASD, BSD or LDT, AWD, EXS | 1-day ISS, TMO, LOP, BCM | 1- to 2-day ISS, LOP, PCN | 2- to 3-day ISS, LOP, RTI |
| DB | Disruptive Behavior | ASD, BSD or LDT | ASD, BSD or LDT, EXS | 1-day ISS, TMO, LOP, BCM | 1- to 2-day ISS or 1-day OSS, LOP, BCM, RTI | 2- to 3-day ISS or 1- to 3-day OSS, BCM, LOP, PCN |
| DC | Dress Code Violation | CAW | LOP 5 days, PCN | LDT | LOP 30 days | 1-day ISS, LOP, PCN |
| DO | Disrespect Others | ASD, BSD or LDT, LOA | EXS, 1-day ISS, LOA, TMO | 1- to 2-day ISS, LOP, PWR | 1- to 2-day OSS, LOP, BCM | 2- to 3-day OSS, LOP, PCN, RTI |
| FS | Failure to Serve Consequences | EXS, 1-day ISS or AWD | 1- to 2-day ISS, AWD, or 1-day OSS | 2- to 3-day ISS, 1- to 2-day OSS, LOP | 3- to 4-day ISS, 2- to 3-day OSS, LOP, PCN | 4- to 5-day ISS, 3- to 4-day OSS, LOP |
| HP | Horseplay | ASD, BSD or LDT | EXS | 1- to 3-day ISS, TMO | 1- to 2-day OSS, LOP, BCM | 2- to 3-day OSS, BCM, LOP, PCN, RTI |
| ID | Identification Infraction | CAW | ASD, BSD or LDT | 1-day ISS, TMO | 1- to 3-day ISS, LOP | 1-day OSS, LOP, PCN |
| IN | Inappropriate Behavior (Minor Infraction) | ASD, BSD or LDT, AWD if | EXS, AWD, 1-day ISS, TMO | 1-day ISS, TMO, AWD, LOP | 1- to 2-day ISS, 1-day OSS, LOP, BCM | 2- to 3-day ISS, 1- to 2-day OSS, LOP, PCN, |

| | | | | | | |
|----------------------|---|-------------------------------|-------------------------------|-------------------------------|--------------------------------|-------------------------------------|
| | | appropriate | | | | RTI |
| MV | Medication Policy Violation | CAW | ASD, BSD or LDT | EXS, LOP | 1- to 2-day ISS, PCN, LOP | 1- to 2-day OSS, LOP, BCM |
| TA | Tardies, Habitual | CAW | ASD, BSD or LDT, AWD | EXS, LOP, TMO | 1-day ISS, TMO, EXS, LOP | 1- to 3-day ISS, EXS, LOP, PCN |
| TE | Technology, Inappropriate or Unauthorized Use | CAW | ASD, BSD or LDT, CFS | EXS, 1-day ISS, TMO, CFS | 1- to 3-day ISS, CFS, LOP, PCN | 1- to 2-day OSS, EXC, CFS, LOP, PCN |
| Incident Code | Offense Type | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense | Subsequent Offenses |

| Level 2 Offenses | | | | | | |
|------------------|---------------------------------|--|---|--|-------------------------------------|------------------------------------|
| AN | Aggression, Non Physical | 1- to 2-day ISS, TMO, 1-day OSS, CFR | 1- to 2-day OSS, LOP, CFR | 2- to 3-day OSS, LOP, RTI, BCM | 3- to 4-day OSS, LOP, RTI, PCN | 4- to 5-day OSS, LOP, PCN, ALT |
| BL | Bullying, Non-SESIR | 1- to 2-day ISS, TMO, 1-day OSS, CFR | 1- to 2-day ISS, 1- to 2-day OSS, CFR, LOP, BCM | 2- to 3-day day OSS, LOP, BCM, PCN, RTI | 3- to 4-day OSS, LOP, DIS, PCN | 4- to 5-day OSS, LOP, ALT |
| CH | Cheating | Zero, ASD, BSD or LDT, LOP | Zero, EXS, LOP | Zero, 1-day ISS, TMO, LOP | Zero, 1- to 3-day ISS, LOP, PCN | Zero, 1- to 2-day OSS, LOP |
| CO | Contraband, Possession | 1- to 2-day ISS, TMO, 1-day OSS, CFS | 2- to 3-day ISS, 1- to 2-day OSS, LOP, CFS | 2- to 3-day OSS, LOP, BCM, RTI | 3- to 4-day OSS, CFS, LOP, PCN | 4- to 5-day OSS, CFS, LOP, RTI |
| DF | Defiance | 1- to 2-day ISS, TMO | 2- to 3-day ISS, TMO, LOP | 1- to 2-day OSS, LOP, BCM, RTI | 2- to 3-day OSS, LOP, PCN, RTI | 3- to 5-day OSS, LOP, DIS |
| DA | Disrespecting Staff/Authority | 1- to 2-day ISS, TMO | 2- to 3-day ISS, TMO, 1- to 2-day OSS, LOP | 2- to 3-day OSS, LOP, BCM, RTI | 3- to 4-day OSS, LOP, PCN, DIS, RTI | 4- to 5-day OSS, LOP, ALT |
| EC | Electronic Cigarette Possession | 2-day ISS, 1-day OSS, DIS, CFS, FIN, RLW | 2-day OSS, CFS, FIN, RLW | 3- to 4-day OSS, CFS, LOP, FIN, RLW, PCN | 4-day OSS, LOP, CFS, FIN, RLW, PCN | 5-day OSS, LOP, CFS, FIN, RLW, PCN |
| EN | Endangerment | 1- to 2-day ISS, 1-day | 1- to 2-day OSS, LOP | 2- to 3-day OSS, LOP, | 3- to 4-day OSS, LOP, PCN, RTI | 4- to 5-day OSS, LOP, DIS, |

| | | OSS | | BCM | | ALT |
|------|--------------------------------------|--|--|--|--|--|
| IN | Inappropriate Behavior, Major | EXS, AWD if appropriate, 1- to 2-day ISS, TMO, 1-day OSS | 2- to 3-day ISS, 1- to 2-day OSS | 2- to 3-day OSS, LOP, BCM, RTI | 3- to 4-day OSS, LOP, BCM, RTI | 4- to 5-day OSS, LOP, RTI, PCN, DIS |
| HA | Harassment, Non-SESIR | 1- to 2-day ISS, TMO | 1- to 2-day OSS, LOP, CFR | 2- to 3-day OSS, LOP, BCM, PCN, RTI | 3- to 4-day OSS, LOP, DIS, PCN | 4- to 5-days OSS, LOP, DIS, ALT |
| LC | Leaving Campus without Authorization | 1- to 2-day ISS, TMO | 2- to 3-day ISS, EXS, ASD, LDT, BSD | 1- to 2-day OSS, LOP, BCM | 2- to 3-day OSS, LOP, DIS, PCN, RTI | 4- to 5-day OSS, LOP, ALT |
| *TBC | SESIR Tobacco Possession or Use | 1- to 2-day ISS, TMO, CFS, FIN, RLW | 1- to 2-day OSS, CFS, DIS, FIN, RLW, PCN | 2- to 3-day OSS, CFS, DIS, FIN, RLW, PCN | 3- to 4-day OSS, LOP, CFS, FIN, RLW, PCN | 4- to 5-day OSS, LOP, CFS, FIN, RLW, PCN |
| TF | Theft/Larceny Less than \$750 | 1- to 2-day ISS, TMO, 1-day OSS, RLW, RES | 1- to 2-day OSS, RLW, RES, LOP | 2- to 3-day OSS, RLW, RES, LOP, PCN | 3- to 4-day OSS, RLW, RES, LOP, RTI, BCM | 4- to 5-day OSS, RLW, RES, LOP, ALT |

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|-------------------------|---|--|---|--|---|--|
| VN | Vandalism Less than \$1,000 | 1- to 2-day ISS, TMO, 1-day OSS, RES, AWD | 1- to 2-day OSS, RES, AWD, CMS, LOP, RLW, PCN | 2- to 3-day OSS, RES, AWD, CMS, LOP, RLW, PCN, RTI | 3- to 4-day OSS, RES, AWD, CMS, LOP, RLW, DIS | 4- to 5-day OSS, RES, CMS, RLW, LOP, ALT |
| Incident Code | Offense Type | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense | Subsequent Offenses |
| Level 3 Offenses | | | | | | |
| AG | Aggression, Physical | 1- to 3-day ISS, 1- to 2-day OSS, LOP, CFR | 2- to 4-day OSS, LOP, BCM | 4- to 5-day OSS, LOP, PCN, RTI | 5- to 6-day OSS, LOP, DIS, ALT | 6- to 7-day OSS, LOP, ALT |
| *ALC | SESIR Alcohol Possession, Use or Distribution | 5- to 10-day OSS (use SAFE), PCN, RLW | 5- to 10-day OSS, ALT (automatic), RLW | - | - | - |
| *BUL | SESIR Bullying | 1- to 2-day OSS, LOP | 2- to 4-day OSS, LOP, BCM | 4- to 5-day OSS, LOP, DIS, PCN, RTI, RLW | 5- to 6-day OSS, LOP, RLW, ALT | - |
| CS | Contraband Sale | 1- to 2-day OSS, LOP, CFS | 2- to 4-day OSS, LOP, CFS | 4- to 5-day OSS, LOP, CFS, RLW, DIS, PCN, RTI | 5- to 6-day day OSS, CFS, RLW, LOP, ALT | - |
| DV | Dating Violence or Abuse | 1- to 2-day OSS, LOP, RLW | 2- to 4-day OSS, LOP, RLW, DIS, PCN | 4- to 5-day OSS, LOP, RLW, DIS, PCN, RTI | 5- to 6-day OSS, RLW, LOP, ALT | - |
| *DRU | SESIR Drug Possession or Use | 5- to 10-day OSS (use SAFE), PCN, RLW | 5- to 10-day OSS, ALT (automatic), RLW | - | - | - |
| FT | Fighting, Non SESIR | 1- to 5-day OSS*, | 5- to 10-day OSS, CFR, | 5- to 10-day OSS, ALT | - | - |

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|------|-----------------------------------|---------------------------|--|--|--|---|
| | | CFR | BCM, DIS, PCN | (automatic) | | |
| GN | Gang-Related Activities | 1- to 5-day OSS, PCN, RLW | 5- to 10-day OSS, RLW, ALT (automatic) | - | - | - |
| *HAR | SESIR Harassment | 1- to 2-day OSS, LOP | 2- to 4-day OSS, LOP, PCN | 4- to 5-day OSS, LOP, DIS, PCN, RTI, RLW | 5- to 6-day OSS, LOP, RLW, ALT | - |
| *HAZ | SESIR Hazing | 1- to 2-day OSS, LOP | 2- to 4-day OSS, LOP, PCN | 4- to 5-day OSS, LOP, DIS, RTI | 5- to 6-day OSS, LOP, ALT | - |
| OS | Other Serious Misconduct | 1- to 3-day OSS, LOP | 3- to 5-day OSS, LOP, BCM, PCN | 5- to 6-day OSS, LOP, DIS, RTI | 6- to 7 day OSS, LOP, ALT | - |
| *STL | SESIR Theft/Larceny \$750 or more | 1- to 3-day OSS, RLW, RES | 3- to 4-day OSS, RLW, RES, LOP | 4- to 5-day OSS, RLW, RES, LOP, PCN | 5- to 6-day OSS, RLW, RES, LOP, RTI, ALT | - |

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|-------------------------|----------------------------|--|---|--|-------------------------------------|--------------------------------|
| SX | Sexting | 1- to 2-day ISS, 1- to 2-day OSS, RLW | 2- to 4-day OSS, RLW, LOP | 4- to 5-day OSS, RLW, LOP, BCM, PCN, RTI | 5- to 6-day OSS, RLW, LOP, DIS, ALT | 6- to 7-day OSS, RLW, LOP, ALT |
| *SXH | SESIR Sexual Harassment | 1- to 5-day OSS, RLW | 5- to 10-day OSS, RLW, PCN, RTI, DIS | 5- to 10-day OSS, RLW, ALT | - | - |
| *SXO | SESIR Sexual Other | 1- to 5-day OSS, RLW, ALT | 5- to 10-day OSS, RLW, PCN, ALT | - | - | - |
| *TRS | SESIR Trespassing | 1-day ISS, 1-day OSS, RLW | 1- to 2-day OSS, RLW, LOP | 2- to 3-day OSS, RLW, LOP, PCN | 3- to 4-day OSS, RLW, LOP, ALT, DIS | 4- to 5-day OSS, RLW, LOP, ALT |
| *VAN | SESIR Vandalism | 1- to 5-day OSS, RES, RLW, AWD | 3- to 7-day OSS, RES, AWD, DIS | 5- to 10-day OSS, RES, RLW, ALT | - | - |
| Incident Code | Offense Type | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense | Subsequent Offenses |
| Level 4 Offenses | | | | | | |
| *ARS | SESIR Arson | 3- to 10-day OSS, RLW, PCN, ALT | 5- to 10-day OSS, RLW, PCN, ALT | - | - | - |
| *BAT | SESIR Battery | 3- to 5-day OSS, RLW, ALT | 5- to 10-day OSS, RLW, PCN, DIS, ALT | 5- to 10-day OSS, RLW, ALT | - | - |
| *DOC | SESIR Disruption on Campus | 3- to 5-day OSS, RLW, ALT | 5- to 10-day OSS, RLW, DIS, PCN, RTI, ALT | 5- to 10-day OSS, RLW, ALT | - | - |

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|------|-------------------------|--|--------------------------------------|----------------------------|---|---|
| *DRD | SESIR Drug Distribution | 5- to 10-day OSS, ALT (automatic), RLW | - | - | - | - |
| FA | False Accusation | 3- to 5-day OSS, PCN, ALT | 5- to 10-day OSS, ALT | - | - | - |
| *FIT | SESIR Fighting | 3- to 7-day OSS, CFR | 5- to 10-day OSS, CFR, BCM, DIS, PCN | 5- to 10-day OSS, ALT | - | - |
| *OMC | SESIR Other Major | 3- to 5-day OSS, ALT, RLW | 5- to 10-day OSS, ALT, RLW | - | - | - |
| *PHA | SESIR Physical Attack | 3- to 5-day OSS, RLW | 5- to 10-day OSS, RLW, PCN, DIS, ALT | 5- to 10-day OSS, RLW, ALT | - | - |
| *ROB | SESIR Robbery | 5- to 10-day OSS, RLW, ALT | 5- to 10-day OSS, RLW, ALT | - | - | - |

| | | | | | | |
|------|--------------------------------|---|--|---|---|---|
| *SXA | SESIR Sexual Assault | 5- to 10-day OSS, RLW, ALT | 5- to 10-day OSS, RLW, ALT | - | - | - |
| *SXB | SESIR Sexual Battery | 5- to 10-day OSS, RLW, ALT | - | - | - | - |
| *TRE | SESIR Threat | 3- to 7-day OSS, RLW, Conduct threat assessment | 5- to 10-day OSS, RLW, PCN, RTI, DIS, ALT, Conduct threat assessment | 5- to 10-day OSS, RLW, ALT, Conduct threat assessment | - | - |
| WC | Weapon-Like Contraband | 3- to 10-day OSS, RLW, ALT, DIS, Consider threat assessment | 5- to 10-day OSS, RLW, ALT, DIS, Consider threat assessment | - | - | - |
| *WPO | SESIR Weapon Possession or Use | 5- to 10-day OSS, RLW, ALT, Conduct threat assessment | - | - | - | - |

DISCIPLINE FOR SCHOLARS WITH DISABILITIES (SECTION 504 AND IDEA)

If the scholar is an IDEA or Section 504 eligible scholar and has an Individualized Education Plan (IEP) or Section 504 Plan, the scholar is expected to comply with the Code of Conduct and the Academy rules just like any other scholar. If the scholar violates the Code of Conduct or the Academy rules, the scholar is subject to discipline just like any other scholar. There are, however, some special rules dealing with suspensions, assignments to alternative programs, and expulsions.

Q. How are in-school suspensions handled?

A. If a scholar with a disability receives an in-school suspension, the scholar's IEP or Section 504 Plan will continue to be in force. An in-school suspension is not considered an out-of-school suspension if the services called for in the IEP or Section 504 Plan are provided.

Q. Can a scholar with a disability receive an out-of-school suspension?

A. Yes. A scholar with a disability may be suspended from the Academy just like any other scholar and will not receive any educational services during the suspension.

Q. Can a Head of School use other forms of discipline with a scholar who has a disability?

A. Yes. A Head of School or designee may use any other form of in-school discipline when dealing with a scholar with a disability who has violated the Code of Conduct or the Academy rule, provided that non-disabled scholars are disciplined the same way. Such discipline actions may include detentions, in-school suspension, extra time at the Academy including Saturdays, or exclusion from extracurricular activities or field trips.

Q. What happens when a scholar with a disability reaches 10 days out-of-school suspension?

A. Academy personnel familiar with the scholar and the scholar's IEP or Section 504 Plan will meet with the parents as a team. For both IDEA and Section 504 eligible scholars, this team will determine if the scholar's disability is causing the misconduct (Manifestation Determination) and whether changes to the IEP or Section 504 Plan are necessary. For the IDEA eligible scholar, this team will also ensure a current Functional Behavioral Assessment (FBA) and a Behavior Intervention Plan (BIP) are in place or recommend changes to either document.

Q. Can a scholar with a disability be reassigned to another school?

A. Yes. A scholar with a disability may be reassigned to another school location provided certain conditions are met. Scholars with disabilities may be reassigned to an alternative program for persistent disruptive behavior only if that behavior is determined to not be substantially related to or caused by their disability and a current FBA and BIP are in place. Scholars may be also reassigned to an alternative program for behaviors that represent a concern for the safety of other scholars or staff or the orderly operation of the Academy. If committed on campus, these acts must also not be substantially related to or caused by the scholar's disability.

Q. If a scholar with a disability has a weapon, illegal drugs or causes serious bodily injury to someone, what disciplinary actions may be taken?

A. When a scholar with a disability commits one of these infractions at the Academy or at an Academy-related function, that scholar may be subject to the same administrative actions and for the same length of time as a non-disabled peer provided the behavior is determined to not be a manifestation of their disability. Even if the behavior is determined to be a manifestation of the scholar's behavior, he or she may be removed to an interim alternative educational setting for not more than 45 days the school days. Such placement does not require parental consent.

Q. Who determines the interim alternative educational setting (IAES)?

A. The IAES will be determined by the IEP or Section 504 Plan team.

Q. May a scholar with a disability be suspended from the bus?

A. Yes. Scholars with disabilities may be suspended from the bus just as any other scholar. Responsibility for transporting the scholar to the Academy would then fall to the parent. However, any days missed during the bus suspension will be counted as an out-of-school suspension unless the parent excuses or documents the absence.

Q. If transportation is a related service identified on the IEP or Section 504 Plan, may a scholar with a disability be suspended from the bus?

A. Yes. If transportation is a related service identified on the scholar's IEP or Section 504 Plan, and suspension or expulsion from the bus is recommended, then the bus suspension will be counted as an out-of-school suspension if the scholar is not in attendance.

Q. May a parent or guardian record an IEP meeting?

A. No. A parent, an authorized representative of a parent or IEP team members is not permitted to record the meeting. He or she may take notes. The Academy is under no obligation to provide the parent with a transcription. If the Academy audio records an IEP Team meeting, the resulting recording shall become a part of the scholar's educational record and will be maintained in accordance with State and Federal law.

English Language Learners

English Language Learners (ELLs) are not to be subjected to disciplinary action exclusively because of their use of a language other than English. All Bradenton Classical Academy scholars, regardless of their ability to speak English, are governed by the Code of Scholar Conduct.

Conduct On Academy Buses

The managing board for the Academy believes that scholars and the bus driver should be able to ride safely on Academy buses. In addition to any bus-specific consequences, the scholar may be disciplined for actions on the bus in the same manner as if the conduct had happened at the Academy. The scholar is also subject to disciplinary action while at the bus stop if scholar behavior has a harmful effect on the health, safety, or welfare of any member of the Academy community. The scholar should assume that he/she is being recorded while riding an Academy bus.

Parent Responsibility

Scholar parents or guardians are responsible for scholar behavior at the bus stop prior to the arrival of the bus in the morning and after the departure of the bus at the end of the day. However, if the scholar is at the bus stop and violates Academy rules, then the Academy can still discipline the scholar for behavior that is harmful to the health, safety, or welfare of any member of the Academy community. Scholars are to be on time and stand off the roadway.

Damage to Bus

If the scholar causes any damage to the bus or another vehicle, the scholar's parent or guardian will be required to pay for the damage.

Waiting for the Bus

Wait for the bus to come to a complete stop before the scholar approach the bus. To cross in front of the bus, wait for the driver to signal the scholar.

Items Not Allowed on a Bus

- Any item prohibited elsewhere in the Code of Conduct
- Glass containers of any kind
- Balls
- Bats
- Cologne/perfume
- Cutting instruments of any kind
- Any large or bulky item that interferes with proper seating of scholars (examples: large musical instruments or athletic equipment)
- Any animal
- Batons, drumsticks, tennis rackets (unless in proper carrying case)
- Aerosol sprays may be possessed but use on buses or enclosed areas is expressly prohibited

Rules While on the Bus

The bus driver is in charge, and the scholar must obey the driver at all times. The scholar must tell the bus driver his/her correct name when asked. The bus driver and the Academy will keep a seating chart. The scholar must be on time; the bus cannot wait for the scholar if the scholar is tardy. THE SCHOLAR MAY NOT RIDE ANY BUS OTHER THAN SCHOLAR ASSIGNED BUS. The scholar can be disciplined if the scholar does not follow all Academy rules and the following special rules:

- a) Sit in the assigned seat and use the seat belt if available.
- b) Remain seated while the bus is in motion.
- c) Do not place any part of the scholar's body outside the bus windows.
- d) Do not distract the driver with loud conversation or noises.
- e) Observe appropriate classroom conduct.
- f) Do not eat or drink on the bus.
- g) Maintain absolute silence at railroad crossings.
- h) Do not throw any items on the bus or out of the bus windows.
- i) Do not mark, cut or damage bus seats or the bus itself.
- j) Do not display signs from the bus.
- k) Do not use obscene language or gestures.
- l) Cell phones are to be turned off.

Discipline if Scholar Does Not Follow the Bus Rules

If the scholar commits minor infractions, the Academy bus driver has the authority to address scholar behavior. If the scholar causes repeated problems on the bus, the bus driver will give the Academy a written discipline referral for what the scholar did. The Academy administrators can take any action contained in this Code of Conduct against the scholar for misbehaving at a bus stop or on a bus.

Discipline on Academy buses will be dealt with according to the following protocols; however, severe infractions (e.g., fighting, setting a fire on the bus) may result in immediate suspension or recommendation for expulsion based on recommendation of the Head of School or designee.

Elementary Bus Discipline Protocol

- **1st Offense:** Operator-scholar conference and parent contacted by Courtesy Notice prepared by Operator. Scholar re-assigned to the front of the bus for one week and closely monitored.
- **2nd Offense:** Operator-scholar conference and parent contacted by Courtesy Notice prepared by Operator. Scholar re-assigned to the front of the bus for two weeks and closely monitored.
- **3rd Offense:** Referral submitted, with recommended bus suspension up to one day. Upon return to bus, scholar assigned to front of the bus for one week and closely monitored.
- **4th Offense:** Referral submitted, with recommended bus suspension up to three days. Upon return to bus, scholar assigned to front of the bus for two weeks and closely monitored.
- **5th Offense:** Referral submitted, with recommended bus suspension up to five days. Conference with parent, scholar, the Head of School and transportation staff. Upon return to bus, scholar assigned to front of the bus for two weeks and closely monitored.
- **6th Offense:** Referral submitted, with recommended bus suspension up to 10 days. Letter from the Academy to parent stating next referral may result in recommendation for removal from the bus for the remainder of the year.

Secondary Bus Discipline Protocol

- **1st Offense:** Operator-scholar conference and parent contacted by courtesy notice prepared by Operator. Scholar re-assigned to the front of the bus for one week and closely monitored.
 - **2nd Offense:** Referral submitted, with recommended bus suspension up to one day. Upon return to bus, scholar re-assigned to front of the bus for two weeks and closely monitored.
 - **3rd Offense:** Referral submitted, with recommended bus suspension up to three days. Upon return to bus, scholar re-assigned to front of the bus for two weeks and closely monitored.
 - **4th Offense:** Referral submitted, with recommended bus suspension up to five days. Conference with parent, scholar, the Head of School and transportation staff. Upon return to the bus, the scholar is re-assigned to the front of the bus for two weeks and closely monitored.
 - **5th Offense:** Referral submitted, with recommended bus suspension up to 10 days. Letter from the Academy to parent(s) stating next referral may result in removal from the bus for the remainder of the year.
- a) Suspension from the Academy bus may be imposed only by the Head of School or designee by following the procedures for suspension from the Academy. Bus suspensions may not be extended beyond the number of days originally prescribed by the Head of School or designee.
- b) The scholar can be removed from the Academy bus by the Head of School or his designee for up to one calendar year for misconduct or a violation of the bus rules on the Academy bus or at a bus stop, based upon the recommendation of the Head of School and after the Head of School has suspended the scholar from riding the bus for 10 days for an incident. Before the Head of School or designee removes the scholar from the bus, the scholar and scholar parents will be informed in writing of the Head of School's recommendation and the basis for that recommendation. The Head of School or designee will inform the scholar and scholar parents in writing of any removal from the bus.

c) Even if the scholar transfers to a new school, the scholar will be held responsible for any previous incidents of bus misconduct from the scholar's previous school.

THE ACADEMY DRESS CODE

The dress and grooming of scholars shall be neat and clean, promoting a safe and positive educational environment. Apparel that disrupts educational activities and processes of the Academy may result in the removal of the scholar from the regular learning environment until acceptable apparel can be secured for the scholar. Failure to comply with the dress code may result in disciplinary consequences outlined in state statute and the discipline matrix.

Pursuant to F.S. 1006.07, wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the learning environment will have the following specific consequences. In addition to these consequences, the violation shall be corrected before the scholar is allowed back in the regular the Academy environment:

- a) For a first offense, a scholar shall be given a verbal warning, and the Academy Head of School or designee shall call the scholar's parent or guardian.
- b) For a second offense, the Head of School or designee shall meet with the scholar's parent or guardian.
- c) For a third offense, the scholar will have lunch detention in a supervised area, not the cafeteria.
- d) For a fourth and subsequent offense, a scholar may receive an in-school suspension pursuant to F.S. 1003.01(5) for a period not to exceed one day, and the scholar may be subject to any of the interventions listed above.

Requirements for scholar dress are defined in the Academy Uniform Policy. PROCEDURES RELATING TO DISCIPLINARY ACTIONS

The Academy will follow disciplinary guidance for classroom management as recommended by Hillsdale College. Common disciplinary actions at the Academy may include but are not limited to the following:

- ***Loss of Privilege:*** For a specified period, the scholar may lose a privilege on campus. These privileges include, but are not limited to, parking, use of technology, extracurricular activities, and assemblies.
- ***Disciplinary Probation/Check-in/Check-out:*** For a specified period, the scholar is assigned to report frequently to a staff member who will assist in monitoring scholar adjustment to the Academy situation.
- ***Detention/Extra Schooling:*** For a specified period before or after regular school hours for supervised study hall activities. Extra schooling is not intended to interfere with scholar regular class schedule.
- ***Fine/Restitution:*** The scholar may be given a written citation by the Academy Resource Officer and required to pay a fine if the scholar is caught smoking or in possession of tobacco. The scholar may be required to pay restitution for any damage the scholar may have caused to Academy property.
- ***Scholar Work Assignments:*** If scholar parent and the Academy administrator agree, the administrator can assign the scholar to a work detail at the Academy. The Head of School will decide who will supervise scholar work.
- ***Saturday-at-the-Academy:*** The scholar may be required to attend the Academy on a Saturday if an administrator has contacted scholar parent(s) at least 24 hours in advance.

- ***In-School Suspension:*** The scholar may be assigned to a specific location at the Academy during the school stay where the scholar will be required to continue regular academic coursework. This assignment may be for a single period (usually referred to as Time Out), all day, or for multiple days. Time Out may also be used in lieu of detentions when transportation or other issues prevent their assignment.
- ***Classroom Removal:*** A teacher may require that the scholar be removed from class if it has been documented that scholar behavior has seriously disrupted the teaching or learning in the classroom. If the scholar is removed from a class, the Head of School may place the scholar in another appropriate classroom, in-school suspension, an alternative education program, or the Head of School may recommend the scholar for suspension or dismissal from the Academy. The scholar cannot be returned to that teacher's classroom unless the teacher consents or the Academy-based placement review committee has determined that doing so is the best or only available alternative. A decision on whether to return the scholar to the classroom must be made by the teacher or committee within five days of the removal.

MAJOR DISCIPLINARY ACTIONS

To protect the rights of all scholars and staff, certain procedures are followed with regard to major disciplinary actions. These procedures are developed as suggested or required by law or regulation. The Academy/classroom procedures for administering discipline in areas not covered by these specific procedures are encouraged.

- ***Bus Suspension:*** The scholar can be denied the privilege of riding the Academy bus by the Head of School or designee for up to 10 school days. Suspension from the Academy bus may be imposed only by the Head of School or designee by following the procedures for suspension from the Academy.
- ***Out-of-School Suspension:*** The scholar has the right to attend the Academy and have an opportunity to learn. The scholar may lose that right if the scholar violates the Code Conduct or Academy rules. The scholar loses the right to attend the Academy by being suspended or expelled. The scholar can be suspended from the Academy for up to 10 days at a time. If the scholar is suspended, he/she cannot be on the Academy grounds nor can the scholar attend any Academy-related activities. The scholar cannot be suspended for skipping class or for excessive tardiness; however, he/she may be suspended for failure to serve consequences assigned for skipping or tardiness. When OSS is deemed appropriate, the Academy does offer an Alternative to Out-of-School Suspension (ATOSS) program that is housed at two different locations. The scholar is responsible for transportation to ATOSS, which will offer a structured and supervised environment where assignments may be communicated and submitted to the scholar by his/her regular teachers.

Out-of-School Suspension Q&A

Q. Who can suspend the scholar?

A. The Head of School or someone designated by the Head of School can suspend the scholar.

Q. How long can the scholar be suspended?

A. The scholar can be suspended from the Academy from 1 to 10 school days. The Academy Head of School or designee may not impose suspensions of undefined lengths, pending a parent conference or other stipulations.

Q. What happens before a suspension?

A. When the Head of School or designee becomes aware that a scholar may have broken a rule from the Code of Conduct or set by the Academy, this person will investigate by talking to scholars, teachers or others who may know something about what happened. Even if the scholar is not one of the scholars who may have broken the rule, the Head of School or designee may talk to the scholar as part of the investigation. After talking to people who were involved or who witnessed the event, the Head of School or designee will determine who he or she thinks broke a rule.

Q. What if the Head of School or designee determines the scholar broke a rule?

A. As soon as possible, the Head of School or designee will talk to the scholar and tell the scholar that the scholar is accused of breaking a rule in the Code of Conduct or Academy rules. The scholar also will be given written notification, such as a disciplinary referral, which tells the scholar the same thing. The scholar will be told why it is believed that the scholar has broken the rule. After this happens, the scholar should know what the scholar are accused of doing and what evidence there is that supports the accusations.

Q. What happens next?

A. The scholar will then have an opportunity to tell the Head of School or designee scholar side of the story. The scholar can ask that he or she talk to someone the scholar thinks may know something about what happened. The scholar can give the Head of School or designee a written statement to read. After listening to the scholar and reading anything the scholar has provided, the Head of School or designee may talk to the people the scholar named and anyone else who might have knowledge about the situation, as may be appropriate in the opinion of the Head of School or designee. After that, the Head of School or designee will decide if the scholar has broken a rule from the Code of Conduct or set by the Academy. If he or she decides the scholar has broken a rule, the Head of School or designee will then determine whether the scholar should be suspended, and if so, for how long. The scholar will be told about this decision.

Q. Will my parents or guardian know?

A. Prior to the beginning of the suspension, the Head of School or designee will attempt to telephone the scholar's parents or guardians and let them know about the suspension. If the parents or guardians cannot be reached by telephone, then the Head of School or designee will record the dates and times contact was attempted. Also, within 24 hours of the decision, a letter will be mailed to scholar parents or guardians informing them of the suspension. If the scholar or parents/guardians claim the scholar did not receive the letter, it will not change the suspension. The scholar will be given another copy of the letter if the scholar requests one.

Q. Can the scholar appeal a suspension?

A. The scholar can request the Head of School reconsider the evidence and decision. However, the Head of School's decision to suspend a scholar is final.

Q. How do I make up my work while on suspension?

A. The scholar is required to obtain scholar work. The following means are available:

1. Ask fellow scholars to obtain the class work for the scholar.
2. Contact a scholar's teacher via email or phone.
3. Access teacher websites or weekly assignment sheets, if available.

All makeup work is due on the day of scholar return from suspension. In the case of in-class activities such as labs, tests, quizzes, class projects, etc., the teacher will determine a reasonable amount of time for assignments to be completed.

Disciplinary Reassignment

The Manatee County School District offers an alternative program for scholars who struggle with behavioral issues in their current setting or create a concern for the safety of others. The Head of School may recommend to the governing board to dismiss the scholar from the Academy back to the district. The Head of School would make this recommendation if it is determined to be in the scholar's best interest or in the best interest of the Academy. The Governing Board has final say as to whether a scholar is dismissed.

If a scholar's actions create a concern for the safety and welfare of any scholar or staff member or substantially interferes with the safe and orderly operation of the Academy, the scholar is eligible for reassignment to an alternative program under the School Safety Reassignment process, regardless of any current or past patterns of behavior. These acts would normally involve infractions such as battery on the Academy board employee, causing substantial injury or mental distress to others, threats to commit acts of violence, sexual misconduct, weapon or drug-related behaviors, or any variety of criminal acts committed on the Academy campus. Likewise, being charged with an off-campus criminal act by law enforcement, which creates a concern for the safety and welfare of scholars or staff, or which substantiates a pattern of unsafe behavior may result in a School Safety Reassignment, per sections 1006.09, 1006.147, and 1006.13.

The scholar may also be referred for a School Safety Reassignment to the alternative program for persistent behaviors which substantially disrupt the learning environment and are not mitigated through the Academy-based interventions. Such behaviors may include interfering with instruction; the use of profane or offensive language or gestures; disrespect towards the Academy staff; defiance of the Academy staff; theft, destruction, or improper use of the Academy equipment; possession of contraband or prohibited items; or continually being out of the area. The scholar may also be referred for reassignment for patterns of behavior which substantially interfere with the educational rights of other scholars. These behaviors may include acts such as bullying, harassment, extortion, threats, theft, fighting, or any conduct which is disruptive to the orderly educational process in the classroom.

If the scholar is dismissed from the Academy for disciplinary reasons, the scholar cannot be present on any other Academy grounds or on any Academy event.

Expulsion and Disciplinary Reassignment Q&A

If the scholar is found to be guilty of a severe breach of conduct or is guilty of continuing misconduct, the Head of School or designee may suspend the scholar for up to 10 days following the suspension procedures and consider expelling or reassignment to another school or program. All alternative placements and expulsion recommendations for scholars with disabilities are made by the appropriate IEP or 504 team.

Q. What is the Academy Safety Committee?

A. A group of the Academy administrators that evaluates the facts of each case and the scholar's history to make recommendations for reassignment to an alternative program. The committee is

additionally charged with evaluating the interventions attempted by the Academy prior to the reassignment referral being submitted.

Q. Can the recommendation of the committee be appealed?

A. The scholar may appeal the decision to the Academy Managing Board. Facts of the case must be appealed to the Head of School if the reassignment referral is being forwarded by the Academy for on-campus behavior.

Q. What happens if my parents do not request a hearing?

A. The Academy Board will take final action on the recommendation for expulsion without a hearing. By not requesting a hearing, the scholar is admitting that the scholar did what the scholar was accused of doing.

Felony Arrests

Scholars are required to self-report any felony arrest to their Head of School within 48 hours of the arrest. An arrest that would be a felony if the scholar were an adult must also be self-reported. The Head of School will review information about the arrest to determine, after conferring with the Executive Director of the Academy Management, whether the scholar should be suspended from all extracurricular activities and possibly suspended from the Academy or reassigned to an alternative placement. Failure to self-report such an arrest may result in suspension from all extracurricular activities for a minimum of one calendar year and suspension from the Academy or reassignment to an alternative placement.

Extension of 10-Day Suspension

If the Head of School suspends the scholar for 10 days, he/she may extend suspension until the outcome of criminal charges that have been filed against the scholar. During suspension, pending the outcome of the criminal charges, the scholar will be assigned to an alternative educational program.

Criminal Victimization

In accordance with F.S. 1006.13, a scholar who is found to have committed certain felony offenses against another scholar is prohibited from attending the same school or riding on the same bus with the victim or victim's siblings. According to F.S. 1006.13(6)(a). "The offender, or the parents of the offender if the offender is a juvenile, shall arrange and pay for transportation associated with or required by the offender's attending school or that would be required as a consequence of the prohibition against riding on the school bus on which the victim or a sibling of the victim is riding. However, the offender or the parents of the offender may not be charged for existing modes of transportation that can be used by the offender at no additional cost to school."

Corporal Punishment

The use of corporal punishment is prohibited. This prohibition extends to parents or guardians on the Academy grounds.

REPORTS TO LAW ENFORCEMENT AGENCIES

The Academy Board views disruptive and criminal acts, and those which may affect the health, safety, and welfare of, or pose a legitimate threat to those on the Academy campus, as extremely serious in nature. In addition to disciplinary action administered at the Academy level, certain acts are expected

to be reported to law enforcement as required by the State Attorney Office. The actions of law enforcement do not dictate the corrective measure enforced by the Academy.

Limited Role of Law Enforcement

To help avoid the unnecessary criminalization of our scholars, law enforcement action should be limited to situations that are necessary to protect physical safety of scholars and staff or appropriate to address criminal activity. Law enforcement involvement should not be requested in a situation that can be safely and appropriately handled by the Academy's internal disciplinary procedures.

The Coach Aaron Feis School Guardian Program

Like law enforcement, the Academy guardians hired through the Coach Aaron Feis Program are in place to help ensure the physical safety of our scholars, staff, and Academy community. Academy guardians are not to be involved in scholar discipline matters unless it is a matter of safety. Academy guardians additionally have no authority to act in any law enforcement capacity except to the extent necessary to prevent or abate an active assailant incident.

Reports to Department of Children and Families (DCF)

All Academy employees have the responsibility to report all actual and suspected cases of child abuse, abandonment, or neglect. They have the responsibility to comply with child protective investigations and all other provisions of law related to child abuse, abandonment, or neglect. All Academy employees shall have immunity from liability if they report such cases in good faith. Abuse is defined as "any willful act or threatened act that results in any physical, mental, or sexual injury or harm that causes or is likely to cause the child's physical, mental or emotional health to be significantly impaired."

Referrals to Mental Health Agencies

If the scholar presents a concern for the safety of others, due to scholar actions or words, as determined by the Academy or district administration, law enforcement, or a threat assessment team, the scholar will be referred for mental health services, per F.S. 1012.584. These services may be provided on campus or through off-campus mental health providers that partner with our district. In the event the scholar presents an immediate concern for the safety of scholar or others, the Marchman or Baker Acts may be enacted to ensure an appropriate mental health examination and intervention(s) occur. This may result in an involuntary examination and removal from campus, pursuant to F.S. 394.463. Such contact may be in person by a mental health professional or using telehealth as defined in F.S.456.47.

Self-Reporting Upon Initial Registration

Upon initial registration in the Academy from another district, state, charter, home or private school, the scholars are required per F.S. 1006.07 to self-report any previous the Academy expulsions, prior arrests resulting in charges, Juvenile Justice actions, and referrals to mental health services. The scholar is also required to report any placements in an alternative setting for disciplinary or safety reasons. Scholars found to have been expelled or placed in an alternative program in lieu of expulsion from another school or district may serve any remaining duration of the original expulsion as outlined in F.S. 1006.07.

OTHER POLICIES AND PROCEDURES

Medication Policy

Taking legal medications (prescription drugs prescribed for the scholar or over-the-counter drugs) at the Academy, on the Academy bus, at any Academy activity, or on any field trip must strictly comply with this Medication Policy. This policy requires the following:

- a) The scholar should make every effort to administer medications at home during non-Academy hours.
- b) All medications (including over-the-counter medications, vitamins, and supplements) must be prescribed by a licensed physician and must be retained in the Academy clinic.
- c) For each medication to be administered, scholar parents must provide the Head of School or clinic staff with a written statement giving the Head of School or the Head of School's designee permission to assist in the administration of the medication. The written statement must explain the reason it is necessary for the medication to be provided during the school day.
- d) The written statement shall be on a Medication Authorization Form which can be obtained from the Academy's office and must be signed by both a physician and a parent or guardian before medications can be administered at the Academy.
- e) The scholar may not transport medications to the Academy or be in possession of any medications while on the Academy property.
- f) An authorized adult must bring the medication to be administered to the Academy's office and deliver it along with a completed Medical Authorization Form.
- g) Possessing medications prescribed to others is illegal and considered a Level 3 offense.
- h) Scholars with any of the following medical conditions may carry and self-administer the medications or supplies listed below to attend to their conditions while at, or in transit to or from, the Academy or the Academy-sponsored activities, if the Academy has been provided written parental and physician authorization in advance:

| Medical Condition | Scholar May Carry and Self Administer |
|--------------------------------------|---|
| Life-threatening allergies or asthma | An epinephrine auto-injector |
| Asthma | A metered dose inhaler |
| Pancreatic insufficiency | A prescribed pancreatic enzyme supplement |
| Diabetes | Diabetic supplies, equipment, and specific food items identified in the written authorization along with a description of the activities the scholar is capable of performing without assistance, such as blood-glucose level checks, urine ketone testing, administering insulin, and treating hypo- or hyperglycemia. |

Controlling The Spread of Communicable Diseases

The Academy Board recognizes its responsibility relative to scholar, employee, and visitor health and safety. To protect the health and safety of the scholars, Academy personnel, and the community at large, the Board shall follow all state statutes and Health Department regulations that pertain to immunization under Policy 5320, and other means for controlling communicable disease spread through normal interaction in the Academy setting as set forth in Policy 8450.

Crisis Protocol

Providing a safe and secure environment for our scholars to learn is the top priority at Bradenton Classical Academy. Measures have been taken to ensure faculty and scholars are prepared in the event of a crisis. A comprehensive Crisis Management Plan has been created to guide our staff through a wide variety of situations. Fire drills, tornado drills, lock-down drills, and shelter-in-place drills are practiced to ensure routines and safety procedures are established and familiar to all.

In a shelter-in-place protocol, all Academy doors will be locked, and regular classroom instruction will continue behind the locked doors. In a lock-down, all Academy doors are locked, and all scholars and staff are out of view. Classroom instruction is discontinued.

What parents need to know during either crisis:

- a) Please DO expect to be notified with a special parent advisory sent home from the Academy and/or with a telephone message from our telephone notification service when the Academy is able to provide accurate information and/or the incident is resolved.
- b) Please DO cooperate with the Academy and/or district directives.
- c) Please DO consult local media for regular updates about the incident. Listen for information updates on local radio and television stations. The scholar may be directed to an off- campus parent staging area for the latest information regarding a campus crisis.
- d) Please DO NOT call the Academy because phone lines will be needed for emergency communication.
- e) Please DO NOT call a scholar's cell phone because cell phones are not to be used during a crisis.
- f) Please DO NOT go to the Academy if a crisis should occur. Roads are closed, doors are locked, and campuses are off-limits to anyone other than authorized personnel.
- g) In the event of an emergency, the Head of School or the Academy Board can enact additional rules governing scholar conduct which shall be enforced as included in this Code of Scholar Conduct.

Unannounced Lockdown Drills

The Head of School may conduct unannounced lockdown drills from time to time and will inform parents after the fact about the drill by way of automated telephone calls.

Scholar-Family Reunification Plan

In case of an emergency or a natural disaster, the scholar needs to be aware of the Academy's plan for releasing the scholar child. First, remain calm. Remember, it is our primary concern that scholars always remain safe, and there is a plan for an orderly dismissal and release of our scholars. When the scholar learn the Academy is in a lockdown situation or any other emergency, do not call the Academy and do not come to the Academy. Staff will be remarkably busy during an emergency and will not be able to attend to the safety of scholar children if they need to answer scholar phone calls. If the scholar come to the Academy during an emergency, likely the scholar will not be allowed into the

Academy or even into the inner perimeter set up by emergency responders. The presence of hundreds of parents showing up on the scene will hinder the efforts of emergency responders, which in turn may jeopardize the safety of the scholar. Instead, if the situation warrants the release of scholars, direct notification to scholar listed emergency contact numbers as well as the use of local news media will provide instructions on when and where the release will take place. Scholars may be bused to an off-site location for their release to parents.

Once an “all clear” is given at the Academy, and if there is a need to release scholars for the day, the Scholar and Family Reunification Plan will be put into place. For the safety of every scholar, we must document to whom each scholar is released. Scholars will only be released to parent, guardian, or childcare personnel as designated on scholar children’s Academy *Contact, Medical, and Emergency Form*. When the scholar arrives at the facility where scholars will be released, proceed to the designated area and plan to do the following:

- Fill out a Scholar Release Form.
- Present photo identification.
- Move to the Scholar release area and wait for a scholar child.
- A runner will go to the assembly area, get a scholar child, and bring him or her to the release area. Be prepared to show scholar ID again.
- Sign for the scholar and depart. **REMINDER: The scholar will be released only to those listed on the *Contact, Medical, and Emergency Form*. It is therefore imperative the scholar keep information on the scholar’s *Contact, Medical, and Emergency Form* up to date, including scholar cell phone number or other emergency contact information. Please note that if for any reason the scholar is not picked up, he or she will be placed in an alternate place of safety.** These procedures should be shared with everyone on the scholar list on the *Contact, Medical, and Emergency Form* so they are familiar with our plan and these concerns. If the scholar has any questions about the Scholar and Family Reunification Plan, contact the Academy Head of School.

REGISTER SCHOLAR EMERGENCY CONTACT INFORMATION TODAY!

The Academy, in cooperation with TIFF (To Inform Families First), urges the scholar and scholar family to register emergency contact phone numbers TODAY. In the event of an emergency, families can be notified more quickly through this service. On the Internet, simply log onto the following website as follows:

www.hsmv.state.fl.us

Technology and Internet Safety Policy

Technology is an integral part of scholar educational experience and must be used in a way that is consistent with the goals of the Bradenton Classical Academy. Technology includes, but is not limited to, computers, tablets, other electronic devices, software, email, the Internet, and other network resources. Scholar use of technology is a privilege, and the scholar are responsible for using it appropriately. This includes use of Academy technology while off the Academy property. The

following are improper uses of technology:

- a) Photographing, recording, or using images of any person without their knowledge or consent.
- b) Accessing pornographic or obscene images, language, or materials, including screensavers.
- c) Transmitting any material in violation of federal, state, local law, Academy Board policy, regulation, or the Code of Conduct. This includes but is not limited to copyrighted material; threatening, obscene or pornographic material; test questions or answers; scholar work products; trade secrets; and computer viruses or malware.
- d) Using technology for commercial activities unless explicitly permitted by the Academy Board.
- e) Modifying the original Academy pre-set software image including, but not limited to loading software applications not authorized by Academy; changing the computer name; changing or removing operating system extensions; altering security/filtering software; altering the pre-loaded operating system or application; or taking apart the computer for access to internal parts.
- f) Downloading music, games, or videos at any time on an Academy computer.
- g) Using cellular phones or other wireless communication devices during unauthorized times of the school day. Cellular phones, tablets, and other electronic devices may only be used on campus before or after the instructional day.
- h) Using email, instant messaging, texting, web pages or other technology operations to threaten, disrupt, or interfere with the safety and welfare of the Academy community, including engaging in cyber-bullying, harassment, or “sexting.”
- i) Gaining or attempting to gain unauthorized access to ACADEMY networks, computer servers, or data files.
- j) Gaining or attempting to gain unauthorized access to non-ACADEMY networks, computer servers, or data files utilizing ACADEMY equipment.
- k) Using profanity, obscenity, or other language which may be offensive to another person, or reposting personal communications without the author’s prior consent, when using computer network access.
- l) Downloading or printing any material deemed inappropriate by the Academy.
- m) Attempting to log on to the Academy network or other Academy-affiliated systems using another’s identity or password.
- n) Sharing of logins and passwords to the ACADEMY network.
- o) Bypassing or attempting to bypass ACADEMY filtering software.
- p) Unauthorized disclosure, use and dissemination of personal information regarding scholars, unauthorized online access by scholars, including hacking and other unlawful activities and access by scholars to inappropriate matter on the Internet is prohibited.

NOTE: There is no right or expectation of privacy on Academy provided or owned technology. The Academy officials may review any information or files on such technology at any time.

Use of Social Media

The Bradenton Classical Academy allows the Academy, scholars, teachers, and staff to use social media for enhancing classroom learning and communication among members of the Academy community. Scholars will be permitted access to social media and the internet only for directly related academic purposes as directly assigned by a teacher. The teacher will notify the parent of such events prior to the scholar obtaining access.

Disclaimer of Responsibility for Personal Property

Although the Academy attempts to maintain a safe and secure environment, theft and loss do sometimes occur. All personal property in possession of the scholar should be identified with the scholar's name. The Academy disclaims responsibility for any lost, stolen, broken or confiscated property. Parents send and scholars bring such items to the Academy at their own risk. Scholars are expected to turn in to the office any found items.

Athletic Eligibility

If the scholar is in grades 6-12, the scholar may be eligible to participate on athletic teams in interscholastic athletic contests as a representative of the Academy, provided the scholar are a bona fide scholar of that the Academy and meet the following requirements:

Manatee County School District Eligibility Requirements

1. Must be regularly enrolled and in regular attendance at a charter school. Charter school scholars, home education scholars (including FLVS Full-time) and private school scholars meeting criteria under F.S. 1006.15 may participate at their home zoned school or at another district school provided they have exercised the school choice to that school through the district's controlled open enrollment process.
2. A scholar not currently suspended from interscholastic or intra scholastic extracurricular activities, or suspended or expelled from school, pursuant to a district school board's suspension or expulsion powers provided in law, including Florida Statute Sections 1006.07, 1006.08, and 1006.09, is eligible to participate in interscholastic and intra scholastic extracurricular activities.
3. A scholar may not participate in a sport if the scholar participated in that same sport at another school during that school year, unless the scholar meets the criteria in F.S. [1006.15](#)(3)(h).
4. A scholar's eligibility to participate in any interscholastic or intra scholastic extracurricular activity may not be affected by any alleged recruiting violation until final disposition of the allegation, pursuant to F.S. 1006.20 (2)(b).
5. Any violation of the Academy discipline policies or the Code of Conduct may be considered for exclusion as eligibility standards to participate in extracurricular interscholastic or intra scholastic activities.
6. A scholar must have a cumulative 2.0 grade point average on a 4.0 unweighted scale, or its equivalent, at the conclusion of each semester to be academically eligible during the next semester (F.S. 1006.15(3)(a)1). Academic eligibility or ineligibility is determined on a semester basis. A scholar who is academically eligible at the beginning of a semester will continue to be academically eligible for that entire semester. Likewise, a scholar who is academically ineligible at the beginning of a semester will continue to be academically ineligible for that entire semester.
7. Manatee County School District Rules for Middle School Attendees:
 - a. Must be regularly enrolled and in regular attendance at a charter school, home education scholars (including FLVS Full-time) and private school scholars meeting criteria under F.S. 1006.15 may participate at their home zoned school or at another district school provided they have exercised their choice to that school through the district's controlled open enrollment process.
 - b. Must carry a normal class load, maintain satisfactory classroom work (minimum 2.0 grade point average on previous quarter's report card) and maintain a satisfactory conduct record (no 4's in Citizenship on the previous quarter's report card). Sixth grade scholars are exempt for soccer only.
 - c. Must be less than 15 years 9 months of age. On the day a scholar reaches this age, regardless of when that day is, the scholar becomes ineligible to participate on the middle school level.
 - d. Must obtain signed permission from his/her parents or guardian on a form provided by the

Academy.

e. Must have a school physical on file with school.

f. Must be an amateur. This means that the scholar must not accept money, gift or donation for participating in a sport, or use a name other than his/her own when participating.

g. Must display good sportsmanship and follow the rules of competition before, during, and after every contest in which the scholar participates. If not, the scholar may be barred from participation for a period of time.

h. Must not provide false information to gain eligibility.

i. All non-traditional scholar eligibility will be determined on a semester-by-semester basis.

j. A scholar may not participate if serving an out of school suspension the day of competition.

k. A scholar must attend a minimum of one-half of a day of the academic day to practice or participate in an athletic contest.

l. All participants must have appropriate paperwork (physical form and parent consent form) on file in the athletic director's office before the beginning of the All-Star Tournament.

m. A scholar transferring into a school must meet eligibility requirements. The scholar cannot take the spot of an existing team player on the roster.

Athletic Scholar Transfer Eligibility

A scholar who transfers is immediately eligible if all other eligibility requirements are met. Scholars may not participate in the same sport in the same year at more than one school, unless one of the following exceptions are met:

1. Children of active-duty military whose move resulted from military orders.
2. Children relocated due to foster care placement or McKinney —Vento Act.
3. Children who move due to a court-ordered change in custody due to separation, or serious illness or death of a custodial parent.
4. Good cause policy in district or charter (district placement).

Per F.S. 1006.15, Manatee County School District has defined just cause for immediate eligibility as:

- Special assignment by superintendent or Office of Scholar Assignment.
- Move to a new residence following the marriage of the parent. The scholar immediately establishes a new residence that makes it necessary to attend a different school.
- Reassignment by District School Board or Charter School Board.
- Transfer of scholar within the first twenty days of a semester in acceptance of a seat (first opportunity to enroll) into a previously applied for magnet program.
- Any other athletic eligibility appeal ruled upon by the Athletics Review Committee to intervene and decide on a case brought before the board by the Supervisor of Athletics. All decisions will be given within ten school days from the date of the appeal.

Attendance

A scholar must be in attendance a minimum of one-half day on the day of competition or the day prior if the contest falls on a non-school day, unless documented (doctor's note, field trip, subpoena, etc.), to practice or participate in a contest on that day unless approved by the Head of School or designee.

Dismissal / Quitting a Team

Any athlete or manager who is suspended from a team, voluntarily quits a team, or is dismissed from

a team for disciplinary reasons is not permitted to go out for another sport while the original sport is still in season. The season is officially over when the team plays the last game of the season. A season is defined as the first day of practice through the last play-off game.

Out-of-School Suspension

Scholars who are serving out of school suspension are not allowed to participate in any athletic activities until they have returned to regular class attendance for one full school day. Scholars who are suspended for a total of 10 or more days (cumulative or single incident) in an Academy year will be subject to an administrative review to determine eligibility to participate in any extracurricular activities. The administrative review will encompass the incident or infraction, discipline, academic, and attendance history, and conference with the scholar and others involved. Based on the results of the review, the scholar may be ineligible to participate in any extracurricular activities for a period not to exceed 180 the school days from the incident. If after the review process, the scholar is determined to be ineligible he or she may not participate in any event or activity as a representative of the Academy. These events or activities include but are not limited to athletics, marching band, concert band, orchestra, choir, drama, JROTC competition teams, and or clubs or organizations sponsored by the Academy's faculty or staff. A scholar may appeal the 180- day suspension after 90 school days. The appeal must be in writing to the Head of School. The appeal process will take into consideration the scholar's attendance, grades, discipline, teacher comments, any other pertinent information, and scholar interview during a parent conference. The suspension from extracurricular activities will not be less than 90 the school days. Should the suspension from extracurricular activities be changed to a period less than 180 the school days, the scholar will be on probation until the conclusion of the 180-the school day period.

Criminal Offenses

1. Criminal Charges: After a hearing with the Head of School, a scholar charged with a criminal offense will be suspended from extracurricular or co-curricular activities by the Academy Head of School until the charge is adjudicated.
2. Adjudication Withheld: A scholar who has been suspended from extracurricular activities because of a criminal charge may be reinstated at the Head of School's discretion if adjudication is withheld.
3. Felony: A scholar's conviction in "adult" court or judgment of "delinquency" in a juvenile court for any act that would have been felonious in "adult" court will mandate loss of eligibility to participate in any scholar activity for the duration of the years enrolled in a Manatee County public high the Academy from the time of conviction. After one calendar year following conviction, the scholar may request a review of his/her eligibility by the Head of School.
4. Misdemeanors: A scholar's conviction in "adult" court or judgment of "delinquency" in a juvenile court for the following misdemeanors (assault or battery, possession of concealed weapons, lewdness or indecent exposure, theft, drug possession/sale) will mandate loss of eligibility to participate in any scholar activity for six months from the time of conviction. After three calendar months following conviction, the scholar may request a review of his/her eligibility by the Head of School.

Drug and Tobacco Use

1. No use of tobacco products. For the first offense a one game suspension will occur. The second offense will result in dismissal from the team.
2. An athlete knowingly possessing, using, transferring, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of

any kind, or any facsimile regardless of content, on or off campus, will be suspended from athletic participation for 180 days. A scholar may appeal the 180-day suspension after 90 school days. The appeal must be in writing to the Head of School. The appeal process will take into consideration the scholar's attendance, grades, discipline, teacher comments, any other pertinent information, and scholar interview during a parent conference. The suspension from extracurricular activities will not be less than 90 the school days. Should the suspension from extracurricular activities be changed to a period less than 180 the school days, the scholar will be on probation until the conclusion of the 180 the school day period.

Homeless Scholar Rights under the McKinney-Vento Act

Under the McKinney-Vento Act, homeless scholars have the right to attend Academy, regardless of the location where they live or the length of time at that location. The scholar is to be enrolled immediately, regardless of whether the appropriate records required for enrollment are presented. The Academy will refer the parent/guardian to Project Heart, which will help in obtaining the required records. Scholars eligible under the McKinney-Vento Act have the right to continue in the same Academy they attended before their housing situation changed, or the school last attended, as well as receive assistance with transportation to that school of origin. Furthermore, the scholars are allowed to attend the school of origin for the rest of the school year, even if they obtain permanent housing during the school year.

If a scholar who is eligible under the McKinney-Vento Act is sent to a school other than the school of origin, a reason must be provided in writing, along with the process for appealing such a decision. The scholar may remain in the school of origin during the appeal. If it is proven the scholar was not eligible for McKinney-Vento Act rights and services, but the parent/guardian accepted goods, services, or special rights, including free school lunches, school fraud rules will apply. The parent will be notified in writing and provided the process for disputing the charges of fraud.

PUBLIC NOTICES

The Family Educational Rights and Privacy Act (FERPA), affords parents and scholars over 18 years of age ("eligible scholars") 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 30 days of the day the Academy receives a request for access. Parents or eligible scholars should submit to the Academy Head of School a written request that identifies the record(s) they wish to inspect. The Academy official will arrange for access and notify the parent or eligible scholar of the time and place where the records may be inspected.
- The right to request amendment of the scholar's education records that the parent or eligible scholar believes is inaccurate, misleading, or otherwise in violation of the scholar's privacy rights under FERPA. Parents or eligible scholars who wish to ask the Academy to amend a record should write the Academy Head of School, clearly identify the part of the record they want changed and specify why it should be changed. The Academy has 45 days to process the request. If the Academy decides not to amend the record as requested by the parent or eligible scholar, the Academy 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 privacy of personally identifiable information 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 the Academy officials with legitimate educational interests. An Academy official is a person employed by the Academy as an administrator, supervisor, instructor, or support staff member (including health or medical staff); a person serving on the Academy Board; a person or company with whom the Academy has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or scholar serving on an official committee, such as a disciplinary or grievance committee; or a parent, scholar, or other volunteer assisting another Academy official in performing his or her tasks. The Academy official has a legitimate educational interest if the official needs to review an educational record to fulfill his or her professional responsibility. Upon request, the Academy discloses education records without consent to officials of another school in which a scholar seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the scholar's enrollment or transfer.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Academy to comply with 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 20202-8520

Annual Notice: Scholars with Disabilities

Parents have the right to:

- a) Have the scholar take part in, and receive benefits from, public education programs without discrimination due to his/her disabling condition(s).
- b) Receive prior notice with respect to identification, evaluation, or educational programming for the scholar.
- c) Have the scholar receive a free appropriate public education.
- d) Have the scholar receive educational services in facilities which are comparable to those provided to non-handicapped scholars.
- e) Examine the scholar's educational programming decisions made, based on a variety of information sources and by persons who know the scholar and who are knowledgeable about the evaluation data and placement options.
- f) Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to the scholar than would be incurred if the scholar were placed in a program operated by the district.
- g) Have the scholar be given an equal opportunity to participate in non-academic and extracurricular activities offered by the Academy.
- h) File a local grievance with the Academy's grievance officer.
- i) File a complaint with the Office for Civil Rights (OCR).
- j) Take action through Civil Court.
- k) Be represented by an attorney or legal counsel.
- l) Request an impartial hearing regarding the Academy's decisions concerning the identification, evaluation, or educational programming for the scholars. The parent/guardian and their legal representative will have full opportunity for participation.
 - The hearing request must be made to the superintendent of the District.
 - The hearing will be held by an impartial hearing officer qualified to hear 504 proceedings.

Notification of Scholar Social Security Number Collection and Usage

In compliance with FSS 119.071(5), this statement provides notification of the purpose for the collection and usage of scholar social security numbers by the Bradenton Classical Academy. According to F.S.1008.386, When a scholar enrolls in the Academy, the Academy board shall request that the scholar provide his or her social security number and shall indicate whether the scholar identification number assigned to the scholar is a social security number. However, a scholar is not required to provide his or her social security number as a condition for enrollment or graduation. A scholar satisfies this requirement by presenting to the Academy enrollment officials his or her social security card or a copy of the card. The Department of Education shall establish a process for assigning a Florida scholar identification number to each scholar in the state, at which time the Academy may not use social security numbers as scholar identification numbers in its management information systems. The Commissioner of Education shall assist the Academy with the assignment of scholar identification numbers to avoid duplication of any scholar identification number.

Service Animals

Subject to specific guidelines, certification, and authorization by Bradenton Classical Academy, scholars with disabilities or other medical issues are permitted to have service animals accompany them during the school day. Service animals are individually trained to do work or perform tasks for people with disabilities. Examples of such tasks include guiding people who are blind, alerting people who are deaf, alerting people to the presence of potentially deadly food allergens, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Please contact the Head of School to initiate the process of using a service animal at Bradenton Classical Academy.

Military Transfers

As long as the Academy is not working under a CSP grant, priority is granted to the dependent children of active-duty military personnel. Military transfer priority is granted only at the time of the initial military transfer to the district and does not apply to future county-wide program application periods. By state law, dependent children of active-duty military personnel transferring into the district are given priority for placement at the time of their initial transfer. Scholars who participated in special programs and extracurricular activities at their transferring school will be given priority access to the same programs and extracurricular activities when available (Florida Statute 1003.05).

Notification of Availability of the Public Accountability Report

The annual public accountability report is available online through the Florida Department of Education. Please visit the site and select Manatee County, then Bradenton Classical Academy.

Video Surveillance on Academy Property

To maintain a safe environment for scholars, staff and the public, and to control vandalism and criminal activity on Academy property, the Academy has installed and uses video surveillance systems on the campus and buses. Activities recorded by video cameras may be used for Academy discipline or for law enforcement purposes. Federal and state law governs disclosure and use of video material, and such material could become part of a scholar's record.

Scholar Identification

The scholar must always have the scholar ID on the scholar when on campus or on the bus. If the Academy requires the scholar to wear or otherwise display the scholar ID, then the scholar must follow all procedures pursuant to that rule.

Pledge of Allegiance

F.S. 1003.44 requires the Pledge of Allegiance be recited at the beginning of each school day. When the national anthem is played or the pledge is recited, scholars and all civilians shall stand at attention, men removing the headdress, except when such headdress is worn for religious reasons. When the pledge is recited, scholars shall stand with the right hand over the heart. With a written request by a scholar's parent or guardian, a scholar will be excused from reciting the pledge, including standing and placing the right hand over his or her heart. When the pledge is given, unexcused scholars must show full respect to the flag by standing at attention. When the Junior Reserve Officer Training Corps (JROTC) Color Guard presents the colors for the national anthem or Pledge of Allegiance at an Academy function, the audience is asked to rise before the procession begins from the back of the room. The audience remains standing after the pledge or anthem and during the entire time the Color Guard walks to the back of the room. The audience remains standing until the Color Guard is dismissed.

Moment of Silence

Per F.S. 1003.45, the Head of School shall require teachers in first-period classrooms in all grade levels to set aside at least 1 minute, but not more than 2 minutes, daily for a moment of silence, during which scholars may not interfere with other scholars' participation. A teacher may not make suggestions as to the nature of any reflection that a scholar may engage in during the moment of silence. Each first-period classroom teacher shall encourage parents or guardians to discuss the moment of silence with their children and to make suggestions as to the best use of this time.

The Hope Scholarship Program

If the scholar has been subjected to a range of violent incidents on campus, to include battery, harassment, hazing, bullying, kidnapping, physical attack, robbery, sexual offenses, assault, threat, intimidation, or fighting, scholar parents may choose to withdraw the scholar from the Academy and enroll the scholar in another public school that has capacity, or to request a scholarship to attend an eligible private school. Requests for scholarships to participating private schools are on a first-come, first-serve basis and are subject to available funding and other restrictions, per F.S. 1002.40.

Public Notices with Parental Opt-Out Provisions

Directory Information/Photographs/Publications

FERPA also requires the Academy, with certain exceptions, to obtain written parental consent prior to disclosure of personally identifiable information from a scholar's education records. However, the Academy may disclose appropriately designated "directory information" without written consent, unless the parent has advised the Academy to the contrary in accordance with procedures. The primary purpose of directory information is to allow the Academy to include this type of information from a child's education records in certain Academy publications. Examples include:

A playbill, showing a scholar's role in a drama production;

- The annual yearbook;
- Honor roll or other recognition lists;

- Graduation programs;
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks and law enforcement agencies. If parents do not want the Academy to disclose directory information from their scholar's education records without prior written consent, they must notify the Academy in writing by September 15 of each year or within 30 days of receiving this annual notice. The Academy has designated the following information as directory information:

- Scholar's name
- Electronic mail address
- Photograph or other likeness (with parental consent)
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of athletic team members
- Degrees, honors, and awards received
- The most recent school attended

NOTE: Objecting to the release of directory information may result in scholar name, photograph and other directory information being excluded from yearbooks, sports programs, and other Academy publications. Both parents have a right to see the Academy records of their child unless there is a certified copy of a court order on file at the Academy that specifically denies the right to access the Academy records. Copies of the Academy records are available for minimal copying charge. If the scholar has any questions about these rights, please contact the Academy office.

Military Opt-Out Procedures

Under federal law, military recruiters are entitled, upon request, to a list of names, addresses, and telephone numbers of high school scholars unless the scholar object to such release. **The scholar or scholar parents must notify the Head of School in writing if the scholar does not want scholar name, address and telephone number released to military recruiters without prior written parental consent. This written notification may be submitted at any time and the Academy will honor the objection from that point forward unless the scholar otherwise provides written notification to the Head of School.** A military opt out form is available on the district web site. The scholar may also request a copy of the form at the Academy's main office.

Higher Education Opt-Out Procedures

Under federal law, institutions of higher learning are entitled, upon request, to a list of names, addresses, and telephone numbers of high school scholars, unless the scholar objects to such release. The scholar or scholar parents must notify the Head of School in writing if the scholar does not want scholar name, address, and telephone number released to institutions of higher learning without prior written parental consent. This written notification may be submitted at any time and the Academy will

honor the objection from that point forward unless the scholar otherwise provides written notification to the Head of School.

Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding the district's conduct of surveys, collection, and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before scholars are required to submit a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education:

- a) Political affiliations or beliefs of the scholar or scholar's parent;
- b) Mental or psychological problems of the scholar or scholar's family;
- c) Sexual behavior or attitudes;
- d) Illegal, anti-social, self-incriminating, or demeaning behavior;
- e) Critical appraisals of others with whom respondents have close family relationships;
- f) Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- g) Religious practices, affiliations, or beliefs of the scholar or parents; or
- h) Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a scholar out of:

- a) Any other protected information survey, regardless of funding;
- b) Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the Academy or its agent, and not necessary to protect the immediate health and safety of a scholar, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law;
- c) Activities involving collection, disclosure, or use of personal information that has been obtained to market or to sell or otherwise distribute the information to others; and
- d) In accordance with s. 1002.222(1)(a), the right to opt out of any district-level data collection not required by law.

Inspect, upon request and before administration or use, the following:

- a) Protected information surveys of scholars;
- b) Instruments used to collect personal information from scholars for any of the above for marketing, sales, or other distribution purposes; and
- c) Instructional material used as part of the educational curriculum. These rights transfer from the parents to the scholar who is 18 years old or an emancipated minor under State law.

Parents who believe their rights have been violated may file a complaint to Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-5901.

ATTACHMENT H

Electronic Articles of Incorporation For

BRADENTON CLASSICAL ACADEMY, INC.

N21000009872
FILED
August 19, 2021
Sec. Of State
tscott

The undersigned incorporator, for the purpose of forming a Florida not-for-profit corporation, hereby adopts the following Articles of Incorporation:

Article I

The name of the corporation is:

BRADENTON CLASSICAL ACADEMY, INC.

Article II

The principal place of business address:

6565 RIVERVIEW BLVD
BRADENTON, FL. UN 34209

The mailing address of the corporation is:

PO BOX 14621
BRADENTON, FL. 34280

Article III

The specific purpose for which this corporation is organized is:

PUBLIC CHARTER SCHOOL IN BRADENTON, FLORIDA.

Article IV

The manner in which directors are elected or appointed is:

AS PROVIDED FOR IN THE BYLAWS.

Article V

The name and Florida street address of the registered agent is:

SHERRI L DAVIDSON
6565 RIVERVIEW BLVD
BRADENTON, FL. 34209

I certify that I am familiar with and accept the responsibilities of registered agent.

Registered Agent Signature: SHERRI L. DAVIDSON

N21000009872
FILED
August 19, 2021
Sec. Of State
tscott

Article VI

The name and address of the incorporator is:

SHERRI DAVIDSON
PO BOX 14621

BRADENTON, FL 34280

Electronic Signature of Incorporator: SHERRI L DAVIDSON

I am the incorporator submitting these Articles of Incorporation and affirm that the facts stated herein are true. I am aware that false information submitted in a document to the Department of State constitutes a third degree felony as provided for in s.817.155, F.S. I understand the requirement to file an annual report between January 1st and 1st in the calendar year following formation of this corporation and every year thereafter to maintain "active" status.

Article VII

The initial officer(s) and/or director(s) of the corporation is/are:

Title: DIR
SHERRI L DAVIDSON
6565 RIVERVIEW BLVD
BRADENTON, FL. 34209 UN

Title: DIR
MITCHELL MONG
607 31ST ST. WEST
BRADENTON, FL. 34205 UN

Title: DIR
KAREN S ROLAND
1842 WAGON V. THEEL CIRCLE E
TALLAHASSEE, FL. 32317 UN

Article VIII

The effective date for this corporation shall be:

08/30/2021

ATTACHMENT I



Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
P.O. Box 2508
Cincinnati, OH 45201

BRADENTON CLASSICAL ACADEMY
PO BOX 14621
BRADENTON, FL 34280

Date: 04/11/2022
Employer ID number: 87-3364268
Person to contact: Name: Maria Lopes
ID number: 10075
Telephone: 877-829-5500
Accounting period ending: June 30
Public charity status: 170(b)(1)(A)(ii)
Form 990 / 990-EZ / 990-N required: Yes
Effective date of exemption: August 30, 2021
Contribution deductibility: Yes
Addendum applies: No
DLN: 26053-727-01209-1

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

Letter 947 (Rev. 2-2020)
Catalog Number 35152P

ATTACHMENT J

BYLAWS

for the regulation, except as otherwise provided by the statute of its Articles of Incorporation,
of
Bradenton Classical Academy, Inc.

a Florida nonprofit corporation Adopted November 17, 2021

I. Purposes of the Corporation

The general purposes for Bradenton Classical Academy Inc. are:

- A. Provide free and equitable education programs at Bradenton Classical Academy through affiliation with Hillsdale College and the Barney Initiative.
- B. To follow all applicable statutes, ordinances, rules, and regulations that affect the actions of Bradenton Classical Academy and to act in accordance with other items permitted by law.
- C. To do such other and further things as are incidental to the foregoing or necessary or desirable 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 fundraising activities to support the purposes of Bradenton Classical Academy.

II. Core Principles

Bradenton Classical Academy holds the following set of core principles.

- 1. Classical education is rooted in liberal arts, sciences and fine arts utilizing the western tradition;
- 2. American literary, moral, philosophical, political, and historical traditions are necessary for growth of the next generations;
- 3. Phonics instruction will lead to reading fluency, and the use of grammar education leads to understanding the English language;
- 4. Teaching Latin assists the scholar in the understanding of not only the English language but enables the ability to understand other languages such as Spanish, etc.

5. Academy culture that demonstrates moral virtue, decorum, respect, discipline, and studiousness throughout the scholars and faculty;
6. Staff that are well-educated with teachers who are articulate in the conveyance of real knowledge to scholars using traditional teaching methods.
7. Use of technology effectively without hindering the faculty from academic achievement; and
8. A plan to serve grades K through 12, although the grades at BCA opening may be scaled back if reasonable.

III. Board of Members

A. Code of Ethics: The members of the Board of the Bradenton Classical Academy have respect for the communities in which we work and serve. We understand the need for integrity in our actions, acknowledging the responsibility for our decisions and their consequences. We are committed to acting honestly,

A. Membership

The corporation has no members. The rights which would otherwise vest in the members vest in the directors of the corporation (hereinafter "Members") of Bradenton Classical Academy, Inc. (hereinafter "Bradenton Academy"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Members or approval by the Board of Members (hereinafter "Board").

B. Powers

The Board shall govern the affairs of the corporation and exercise its powers, subject to the limitations of state and federal law, the Articles of Incorporation, and these Bylaws. The Board may delegate the management of the activities of the corporation to others, so long as the affairs of the corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Members.
2. To call meetings of the Members.
3. To select and remove officers, agents, and employees of the corporation and to prescribe powers and duties for them, as well as to fix the compensation for employees and agents of the corporation.

4. To conduct, govern, and control the affairs and activities of the corporation, and to make rules and regulations.
5. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the corporation.
6. To act as Member under any trust incidental to the corporation's purposes, and to receive, hold, administer, exchange, and expend funds and property subject to such a trust.
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of such property.
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidence of debt and securities.
9. To lend money and accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured.
10. To indemnify and maintain insurance on behalf of any of its Members, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the state and federal law and the limitations noted in these Bylaws.
11. 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 §617.0303, F.S., as amended, or subsequent legislation not inconsistent with these Bylaws, the Articles of Incorporation, or the laws of the State of Florida.
12. To exercise for the Corporation all powers, duties and authority vested in or delegated to the Corporation.

C. Number of Board Members

The number of Members of the corporation shall be not less than three or more than nine. The Board shall fix the exact number of Members, within these limits, by Board resolution or amendment of the Bylaws.

D. Election of Members

1. Election. The Board shall elect new Members by the vote of a majority of the Members then in office, whether the number of Members in office is sufficient to constitute a quorum, or by the sole remaining Member.

2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the corporation faithfully and effectively. In addition to other candidates, the Board may consider a parent of an active BCA scholar.

3. Prohibited Relationships. No person may serve on the Board if he or she is employed by or related to a current Board member. A relative is defined as a spouse, parent, child, or sibling.

4. Term of Office

A. The term of office of all members of the initial Board of Members shall be one year.

B. At the end of the first year, the Board shall provide for staggered terms of its Members, by designating approximately one-third of the Members to one-, two- and three-year terms. Following the expiration of those designated terms, the term of each Member shall continue for three years.

C. The term of office of a Member elected to fill a vacancy in these Bylaws begins on the date of the Member's election and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Member, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Members authorized.

D. A Member's term of office shall not be shortened by any reduction in the number of Members resulting from amendment of the Articles of Incorporation or the Bylaws or other Board action.

5. Time of Elections. The Board shall elect Members whose terms begin on August 1 of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

E. Removal of Members

The Board may remove a Member without cause. A majority of sitting board members may remove any Member who:

1. Has failed to attend two or more of the Board's Regular Meetings in any calendar year;
2. Has been declared of unsound mind by a final order of court;
3. Has been convicted of a felony;
4. Has been found by a final order or judgment of any court to have breached any duty imposed by the federal or state law; or
5. For such other good causes as the Board may determine.

F. Resignation by Member

A Member may resign by giving written notice to the Board Chair or Secretary. The resignation is effective on the giving of notice, or at any later date specified in the notice.

G. Vacancies

A vacancy is deemed to occur on the effective date of the resignation of a Member, upon the removal of a Member, upon declaration of vacancy pursuant to these Bylaws, or upon a Member's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Members.

H. Compensation of Members

Members shall serve without compensation. However, the Board may approve reimbursement of a Member's actual and necessary expenses while conducting corporation business.

IV. *Head of School Office*

Bradenton Classical Academy shall have its Head of School office located within the boundaries of the County of Manatee, or such other place of business as the Board may designate from time to time. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

V. *Meetings of the Board*

A. Annual Meetings

An Annual Meeting shall be held in May of each year for the purpose of electing Members, making, and receiving reports on corporate affairs, and transacting other business as comes before the board. The Board will provide reasonable public notice of the date, time, and location of its annual meeting.

B. Regular Meetings; Notice

At the Annual Meeting, the Board shall determine and publish the dates and times the Board will meet throughout the year. Notice of each meeting shall be distributed to the Board and as otherwise required by law at least seven (7) days prior to the meeting. This notice may be given personally, through the US Mail, by facsimile, or other electronic means, and shall designate the time, place, and date of such meeting if different from the dates and times determined by the Board at the Annual Meeting. The Board will provide reasonable public notice of the date, time, and location of its regular meetings.

C. Special Meetings or Emergency Meetings; Notice

A Special Meeting or Emergency Meeting shall be held at any time called by the Chair or by a

majority of Members. Written notice of each Special Meeting, setting forth the time, date, and place of the meeting shall be given to each Member at least three (3) days before the Special Meeting. This notice may be given personally, through the US Mail, by facsimile, or other electronic means. Notice of Emergency Meeting shall be given to each Member in a manner and in a period that is reasonable under the circumstances.

D. Adjournment

A majority of the Members present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

E. Notices

Notices of Board Meetings shall include the following information:

Meetings will be open to the public and will comply with the Sunshine law found in s. 286.011, F.S. The Board will provide reasonable public notice of the date, time, and location of meetings.

In accordance with the Americans with Disabilities Act, persons needing a special accommodation to participate at this proceeding should contact Bradenton Academy no later than five (5) days prior to the Meeting.

EMERGENCY CANCELLATION OF MEETING

If a named storm or other disaster requires cancellation of the Meeting, the Notice of Meeting Cancellation will be provided on the Bradenton Classical Academy website. Cancellation can also be confirmed by calling Bradenton Classical Academy.

VI. *Actions by the Board*

A. Quorum; Voting

Except as otherwise provided below, a majority of the Members 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, a quorum shall consist of a majority of the remaining Directors until the vacancy has been filled. If a quorum is not present, no business shall be conducted at the meeting; however, Members present may: (1) set a time to adjourn, (2) adjourn, (3) recess, or (4) take measures to obtain a quorum.

If a quorum is present, the acts of a majority of the Members in attendance shall be the acts of the Board. Each Member shall have one (1) vote. Member attendance by telephone or video conference

or other similar means shall be considered for purposes of determining whether there is a quorum. The Secretary or any other officer performing the Secretary's duties shall maintain

accurate records of all votes of the Board.

B. Actions Taken at Board Meetings.

The actions done and decisions made by a majority of the Members present at a meeting duly held at which a quorum is present are the actions and decisions of the Board, except for purposes of electing Members, appointing committees, and delegating authority thereto, or amending the corporation's Bylaws, where the action of a majority of Members then in office is required by the Florida Nonprofit Corporation Law or as set out in these Bylaws.

The Board may continue to transact business at a meeting at which a quorum was originally present, even though Members withdraw, provided that any action taken is approved by at least a majority of the quorum required.

C. Attendance at Meetings

Attendance in Person. 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. If a Member is absent without excuse from two (2) meetings in a fiscal year, he or she may be removed as described herein.

Attendance by telephone or video conference. Members of the Board or a committee thereof may attend and participate in a meeting of the Board or such committee by means of a conference telephone call or similar video 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 an event, participation by such means constitutes in person presence at a meeting.

D. Open Meetings

As long as Bradenton Classical Academy'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 (s. 286.011, F.S.).

E. Committees

1. Appointment of Committees. The Board may appoint one or more Board Committees by vote of the majority of Members. A Board Standing Committee will consist of not less than three Members, who shall serve at the pleasure of the Board.

2. Authority of Board Committees. The Board may delegate to a Board committee any of the authority of the Board, except with respect to:

A. The election of Members.

B. Filling vacancies on the Board or any committee which has the authority of the Board.

C. The amendment or repeal of any Board resolution.

D. The amendment or repeal of Bylaws or the adoption of new Bylaws.

E. The appointment of other committees of the Board, or the members of the committees.

3. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such a prescription, a Board Committee may prescribe the manner of conducting its proceedings, and all meetings must comply with the requirements of the Florida Sunshine law.

4. Advisory Committees. Advisory committees not having and exercising the managerial authority of the Board may be established by resolution duly adopted by the Board. Membership of such committees shall not be limited to the Members of the Board. Members of such committees shall be appointed by a majority vote of the Board. Any member of a committee may be removed by the Board when, in the judgment of the Board, the interests of Bradenton Classical Academy would be served best by such removal.

5. Nomination Committee. The Board of Members may appoint a nominating committee consisting of current Members for the purpose of recommending candidates to fill any vacancies on the Board of Members.

F. Standard of Care

1. Performance of Duties. Each Member shall perform all duties of a Member, including duties on any Board Committee, in good faith, in a manner the Member believes to be in the corporation's best interest and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Member, a Member shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, presented, or prepared by:

A. One or more officers or employees of the corporation whom the Member believes to be reliable and competent in the matters presented;

B. Legal counsel, independent accountants, or other persons as to matters that the Member believes are within that person's professional or expert competence; or

C. A Board Committee on which the Member does not serve, as to matters within its designated authority, provided the Member believes the Committee merits confidence and the Member acts in good faith, after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the corporation for investment, the Board shall exercise the standard of care described above and avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the corporation's capital. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to the corporation.

G. Rights of Inspection

Every Member has the right to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state, or local law. For example, information reviewed by the Member which is subject to the Family Educational Rights and Privacy Act (FERPA) found at 20 U.S.C. § 1232g will be treated in accordance with this law. Costs of copies will be the responsibility of the Member unless waived by the majority of the Board at a Meeting.

H. Participation in Discussions and Voting

Every Member has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except as noted below:

Any Member shall be excused from the discussion and vote on any matter involving: (a) a self-dealing transaction; (b) a conflict of interest, (c) indemnification of that Member; or (d) any other matter at the discretion of a majority of the sitting Members.

I. Adherence to Robert's Rules of Order

In the normal course of its meetings, the board will follow its own informal procedures, rules, and practices. However, in the event that a member perceives that a problem has arisen or that the discussion has gone beyond the bounds of civility and decency or reasonable time limits, he or she may invoke strict adherence to Robert's Rules of Order Newly Revised in its current edition by citing this clause of the bylaws.

VII. *Officers*

A. Officers

The officers of the corporation consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary, and a Chief Financial Officer (hereinafter "Treasurer"). The corporation also may have such other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction, and control of the affairs of the corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the corporation's Articles of Incorporation and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: (a) cause to be kept adequate and correct accounts of the corporation's properties, receipts and disbursements; (b) cause the books of account to be available at all times for inspection by any Member; (c) cause to be deposited the corporation's monies and other valuables in the corporation's name and to its credit, with the depositories the Board designates; (d) cause to be disbursed the corporation's funds as the Board directs; (e) cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the corporation's financial transactions and financial condition; (f) cause to be prepared any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office

1. Election. The Board shall elect the officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Member may hold any number of offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chair.

3. Term of Office. Each officer serves at the pleasure of the Board, holding office until resignation, removal, or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. A majority of sitting board members may remove any officer, either with or without cause, at any time. Any officer may resign at any time by giving written notice to the corporation, the resignation taking effect on receipt of the notice or at a later

date if specified in the notice. If a resignation is made effective at a later date and the Corporation accepts the future effective date by a unanimous vote, the Board of Directors may fill the pending vacancy before the effective date if the Board provides that the successor does not take office until the effective date.

D. 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.

E. Compensation. Members who serve as officers shall not receive any compensation for their services.

F. Designation of Duties. Whenever an officer is absent or whenever, for any reason, the Board 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 Member or Members.

VIII. Books, Records and Reports

A. Books and Records. In compliance with s. 617.1601, F.S., as amended, or any successor thereto, Bradenton Classical Academy shall keep as permanent records correct and complete books and records of accounts and shall keep minutes of the proceedings of the Board and committees having any authority of the Board. All books and records of the Bradenton Academy shall be kept in written form or in another form capable of conversion into written form within a reasonable period of time.

B. Annual Reports. Bradenton Classical Academy 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.

C. Inspection Rights. Every Director shall have the right at any reasonable time to inspect Bradenton Classical Academy's books, records, documents of every kind, and physical properties, as permitted by Florida and federal law.

IX. Non-Liability of Members

The Members shall not be personally liable for the corporation's debts, liabilities, or other obligations.

X. Indemnification of Corporate Agents

Bradenton Classical Academy shall indemnify and advance expenses on behalf of its Board of Members and Officers to the fullest extent permitted under s. 617.0831, F.S., as amended, or any successor thereto. Said indemnification shall extend to any and all liabilities of the Members and Officers arising from their relationships with Bradenton Classical Academy in any and all

capabilities. By resolution duly adopted, the Board of Members may authorize Bradenton Academy to (1) indemnify any or all of its employees and agents who are not Members to any extent that the Board may determine, up to and including the fullest extent permitted under s. 617.0831, F.S., as amended, or any successor thereto, and/or (2) provide insurance coverage to any or all of its Members, Officers,

employees, and agents against any or all risks or liabilities that such persons may incur by virtue of their relationship with the Corporation.

The corporation shall indemnify any Member, officer, employee, or other agent of this corporation, who has been successful (1) on the merits in defense of any civil, criminal, administrative or investigative proceeding brought to procure a judgment against such person by reason of the fact that he/she is, or was, the corporation's agent, or (2) in defense of any claim, issue or matter therein. In such a case, the corporation will provide indemnity against expenses actually and reasonably incurred by the person in connection with such proceedings.

If the corporate agent designated by the Board either settles any such claim or sustains a judgment against him/her, then indemnification against expenses, judgments, fines, settlements, and other amounts reasonably incurred in connection with such proceedings shall be provided by this corporation but only to the extent allowed by, and in accordance with the requirements of Florida law.

XI. Insurance for Corporate Agents

The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Member, officer, employee, or other agent of the corporation, against any liability other than for violating provisions of law relating to self-dealing asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of Florida law.

XII. Self-Dealing Transactions

The corporation shall not engage in any self-dealing transactions. "Self-dealing transaction" means a transaction to which the corporation is a party in which one or more of the Members have a material financial interest ("interested Member(s)").

Notwithstanding this definition, the following transactions are not self-dealing transactions, and are subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Members or their families because they are in a class of persons intended to be benefitted by the program.

XIII. Other Provisions

A. Fiscal Year. The fiscal year of the corporation begins on July 1 of each year and ends on June 30 of the following year.

B. Execution of Instruments; Contracts. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the corporation. Such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement, to pledge the corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. 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.

D. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation may be signed by the Chair or Treasurer.

E. Contributions. The Board may accept on behalf of Bradenton Academy any contribution, gift, bequest, or device of any property whatsoever, for the purposes of Bradenton Academy.

F. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Florida law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provisions.

G. Conflict of Interest. No Member will receive a financial benefit from Bradenton Classical Academy's operations. All Members must comply with Part III, Chapter 112, F.S. No Member can vote on an issue which would inure to his or her special private gain or loss; which he or she knows would inure to the special private gain or loss of any principal by whom he or she is retained or to the parent organization or subsidiary of a corporate principal by which he or she is retained, other than an agency as defined in s. 112.312(2), F.S.; or which he or she knows would inure to the special private gain or loss of a relative or business associate of the public officer. Prior to a vote being taken, the Member must publicly state at a Board meeting the nature of the Member's interest in the matter from which he or she is abstaining from voting and, within 15 days after the vote occurs, disclose the nature of his or her interest as a public record in a memorandum filed with the person responsible for recording the minutes of the meeting, who shall incorporate the memorandum in the minutes.

No Member may sell goods or services to the Academy in any capacity. No Member may be

employed by or contract with a for-profit company who seeks to participate in the operation of the Academy.

XIV. Dissolution

Upon dissolution of the corporation, assets of the Corporation shall be distributed for one or more of the tax-exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Service

Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as the Court shall determine, which are organized and operated exclusively for such purposes.

XV. Amendment

A majority of the sitting Members may adopt, amend, or repeal these Bylaws. The amended Bylaws will be available on Bradenton Classical Academy's website.

ATTACHMENT K

Bradenton Classical Academy Code of Ethics and Conflict of Interest Policy for the Board of Directors

Bradenton Classical Academy is a youth-serving, community-based organization dedicated to providing a superior Classical education to scholars in Manatee County. The members of the Board of the Bradenton Classical Academy respect the communities in which we work and serve. We understand the need for integrity in our actions, acknowledging the responsibility for our decisions and their consequences. We are committed to honesty, truthfulness, and integrity regarding our decisions and their consequences. We value treating everyone with respect and dignity, appropriately dealing with actual or perceived conflicts of interest and being transparent.

Participation in the organization's programs by members of the board, consultants, volunteers, teachers, staff, or others (participant(s)) is subject to the observance of the organization's rules and procedures. *The activities outlined below are strictly prohibited.* Any participant or staff member who violates this Code is subject to discipline, up to and including removal from the program.

- Abusive language towards another participant.
- Possession or use of alcoholic beverages or illegal drugs on Bradenton Classical Academy's property or participating in any program while under the influence of drugs or alcohol.
- Bringing onto Bradenton Classical Academy's property dangerous or unauthorized materials such as explosives, firearms, weapons or other similar items.
- Discourtesy or rudeness to a participant.
- Verbal, physical, or visual harassment of another participant.
- Actual or threatened violence toward any individual or group.
- Conduct endangering the life, safety, health or well-being of others.
- Intentional or repeated failure to follow any academy policy or procedure.
- Bullying or taking unfair advantage of any Participant.

CONFLICT OF INTEREST

No member will receive a financial benefit from Bradenton Classical Academy's operations. All members must comply with Part III, Chapter 112, F.S. No member can vote on an issue which would inure to his or her special private gain or loss; which he or she knows would inure to the special private gain or loss of any principal by whom he or she is retained, other than an agency as defined in s.112.312(2), F.S.; or which he or she knows would inure to the special private gain or loss of a relative or business associate of the public officer. Prior to a vote being taken, the member must publicly state at a Board meeting the nature of the member's interest in the matter from which he or she is abstaining from voting and, within 15 days after the vote occurs, disclose the nature of his or her interest as a public record in a memorandum filed with the person responsible for recording the minutes of the meeting, who shall incorporate the memorandum in the minutes. No member may sell goods or services to the Academy in any capacity. No member may be employed by or contract with a for-profit company who seeks to participate in the operation of the Academy.

Adapted from Nonprofit Code of Conduct Sample (nonprofitrisk.org) and Guiding Principles: Mott Foundation with the website permission 11/9/22.

ATTACHMENT L

Sherri Davidson Board Chairperson

Sherri Lynn Davidson, MSN, ARNP-BC, COHN-S

6565 Riverview Blvd
Bradenton, FL 34209
941-232-9042 (Cell)

Email:

PROFESSIONAL HISTORY:

Company Care, HCA Healthcare at Blake Medical Center, 2010 59th Street West, Suite 3600, Bradenton, FL 34209, February 2011-present

Per diem nurse practitioner and previous manager of occupational health office, Certified Occupational Health Nurse Specialist through AAOHN.

Skills: Evaluate and treat musculoskeletal injuries, exposures to chemicals and bloodborne pathogens, lacerations, eye injuries. Certified in DOT physicals, urine drug screens, breath alcohol testing, spirometry testing, audiometry, medical case management. Managed clinic for 8.5 years.

Sarasota County Health Department, 2200 Ringling Blvd, Sarasota, FL 34237 April 2010-February 2011

Advanced Practice Registered Nurse, Adult Internal Medicine

Skills: Management of acute and chronic health conditions for adult patients of the health department, including education of healthy behaviors. Certified in treatment of HIV.

Lifescan Wellness Centers, 1011 N. MacDill Blvd, Tampa, FL 8/16/09-4/23/10

Advanced Practice Registered Nurse

Skills: Physical examinations, using a comprehensive wellness approach including use of ultrasonography, physical fitness testing and physical examination techniques to comply with NFPA guidelines.

University of South Florida, Tampa, Florida 6/2007-4/16/09

Full time student of studies for master's in nursing.

Dattoli Cancer Center, 2803 Fruitville Road, Sarasota, FL 6/2003-6/2007

Registered Nurse

Skills: Care management before, during and after treatment, including interventional care for side effects from radiation therapy and radioactive seed implants. Case management for international patients.

Sarasota Memorial Hospital, 1700 S. Tamiami Trail, Sarasota, FL 8/2000-6/2003

Registered Nurse

Skills: Staff RN/relief charge for Post Open Heart Unit, CP2. Extensive voluntary floating throughout the hospital as needed. Primary nurse for outpatient prostate cancer patients receiving radioactive seed implants. Preceptor for new RN's and LPN's.

Sarasota Memorial Hospital, 1700 S. Tamiami Trail, Sarasota, FL 2/1995-2/2000

Licensed Practical Nurse/Registered Nurse

Skills: Cardiac Progressive Unit, Mother Baby Unit, Neurology, Post Open Heart unit.

EDUCATION:

2009 University of South Florida, Tampa, FL; Master of Science, Nursing GPA 3.62
1998 Excelsior College, Albany, NY; Associate Degree Nursing GPA 3.7
1994 Sarasota County Technical Institute, Sarasota, FL; Certified of Practical Nursing
1989-2006 Manatee Community College, Bradenton, FL; General Studies GPA 3.5

CERTIFICATIONS:

Certified Occupational Health Nurse Specialist
Certified Occupational Hearing Conservationist
Certified Federal Medical Examiner for FMCSA
Certified Breath Alcohol Technician
Certified Urine Drug Screen Collector
Previously certified oncology and HIV.

ACCOMPLISHMENTS:

Member of Sigma Theta Tau Honor Society
Member of Golden Key Honor Society
Member of Phi Theta Kappa Honor Society
Preceptor for new RN and LPNs.
Relief charge nurse Post Open Heart Unit
President of Florida West Coast Association of Occupational Nurses

ACTIVITIES:

Program director for Florida State Occupational Conference.
Director for Florida West Coast Association of Occupational Health Nurses.
Past President FWCAOHN.
Past board member of Sarasota County Nurse Practitioners.
Volunteer at community health fairs, educating community on prostate cancer.

EDUCATIONAL ACTIVITIES: Crucial Conversations, Crucial Accountability, Influencer training.

Carolyn McClenny Board Member

Carolyn McClenny 1

Carolyn Sipe McClenny

Curriculum Vitae
March 2020

Tallahassee Classical School
4141 Artemis Way
Tallahassee, FL 32311
cmccclenny@tlhclassical.org

3602 N. Meridian Rd.
Tallahassee, FL 32312
(850) 545-3165
carolynmccclenny@gmail.com

EDUCATION

- PhD, 2010 **Reading & Language Arts Education**
Florida State University, Tallahassee, FL
- M.S., 1988 **Speech and Hearing Sciences**
University of North Carolina, Chapel Hill, NC
- B.S., 1986 **Interdisciplinary Studies**
University of North Carolina, Chapel Hill, NC

PROFESSIONAL APPOINTMENTS

Tallahassee Classical School

- 2021 – 2022 **Assistant Principal for Student Services**
- 2020 – 2021 **Coordinator for Student Services and Interim Assistant Principal for Academics**

Thomas University

- 2020 – Present **Adjunct Professor**
Division of Education
- 2019 - 2020 **Professor**
Division of Education
- 2014 - 2019 **Associate Professor**
Division of Education
Division of Humanities and Interdisciplinary Studies

2006 -2014 **Division Chair**
 Division of Developmental and University Studies

2004 - 2014 **Assistant Professor**
 Division of Developmental and University Studies

CLINICAL EXPERIENCE

Certification: Certificate of Clinical Competence since 1989

Compton Pronouncing English as a Second Language

ASHA Award for Continuing Education 2019

Licensure: Speech-Language Pathology (current)
 State of Florida

1994 - 1999 **Children's Healthcare of Atlanta**
 Speech Pathologist III
 Acute rehabilitation setting: dysphagia, cognitive-linguistic disorders

1992 **Georgia State University**
 Adjunct Clinical Supervisor

1990 - 1994 **Emory University Hospital**
 Speech Pathologist
 Acute rehabilitation setting: voice, dysphagia, aphasia, cognitive-linguistic disorders

1989 - 1990 **WellStar Kennestone Regional Medical Center**
 Speech Pathologist
 Acute care and outpatient rehabilitation setting: voice, dysphagia, aphasia, cognitive-linguistic disorders

1988 - 1989 **Maryland Institute for Emergency Medical Services Speech**
 Pathology Intern
 Acute care: dysphagia, aphasia, cognitive-linguistic disorders

TEACHING EXPERIENCE

Delivery Model Experience:

Online Synchronous
 Online Asynchronous

Hybrid
 Face-to-Face

Technical Skills:

Canvas, Blackboard Learning Management Systems
Zoom Video Conferencing
NearPod Student Engagement Platform
Turnitin Originality and e-Rater Services
Doodly Animated Video Maker
Windows Movie Maker
Adobe Spark Multimedia Design Application
Adobe Acrobat Pro PDF Editor
Prezi Presentation Software
Perusall Social Annotation Platform
Dedoose Mixed Methods Data Analysis Application
Poll Everywhere
Quizlet
Microsoft Office
Google Suite

Courses Designed and Taught:

EDU468 Educating Exceptional Learners
EDU601 Orientation to Advanced Programs in Education
EDU602 Teacher as Leader and Mentor
EDU610 Educational Research
EDU612 Teacher as Researcher
EDU619 Action Research for School Leaders

ENG 099 College Writing Skills I
ENG 100 College Writing Skills II
ENG101 Composition I
REA 099 College Reading Skills
REA110 Student Success in English Composition
REA 111 Critical Writing Reading and Thinking Skills
REA311 Advanced Critical Writing Reading and Thinking Skills
IDS417 Senior Thesis

RSC507 Academic Writing
RSC600 Introduction to Graduate Programs

RDE401 Academic Discourse Application
RDE450 Reading Across the Content Areas
RDE651 Foundations of Literacy and Assessment
RDE652 Methods and Materials for Teaching Reading
RDE655 Diagnosis and Remediation of Reading Difficulties

RDE654 Enhancing Literacy with Literature
RDE 656 Patterns of Practice in Language Arts

Advising and Mentoring

2019 – 2020 Senior Thesis Advisor

2004 - 2017 Freshman Success Advisor

PUBLICATIONS

McClenny, C.S. (2019). Leading organizational change toward transdisciplinary innovations. *Study on Liberal Education Practice*, 3(1). 83-88. ISSN 2586-520X.

McClenny, C.S. (2013). Danielflies. *The Nighthawk Review*. 23 – 27.

McClenny, C.S. (2010). A disposition to write: Relationships with academic performance. <https://diginole.lib.fsu.edu/islandora/object/fsu:180879/datastream/PDF/view>.

McClenny, C.S., Roberts, J.E., and Layton, T.L. (1992). Unexpected events and their effect on children's language. *Child Language Teaching and Therapy*, 8. 229-245.

JURIED & INVITED PRESENTATIONS

McClenny, C. (2019, November). *Scratching the surface or digging deep: Student-writer approaches*. Paper presented at the American Speech and Hearing Association Convention, Orlando, FL.

McClenny, C. (2019, February). *Nudge theory goes to college: Case studies in promoting student engagement*. Paper presented at the Conference on Academic Research in Education. Las Vegas.

McClenny, C. (2019, February). *Just scratching the surface or digging deep: Student approaches to academic writing*. Paper presented at the American Association of Behavioral and Social Sciences Conference. Las Vegas.

McClenny, C. (2018, October). *A co-requisite approach to supporting the learning needs of underprepared students*. Paper presented at the Yes We Must Coalition National Conference. Austin, TX.

McClenny, C. (2018, October). *Nudging them along: Using Groupme messages to promote assignment completion*. Round Table presented at the Yes We Must Coalition National Conference. Austin, TX.

- McClenny, C. (2018, February.) Developmental education doesn't work- except when it does. Paper presented at the Conference on Academic Research in Education. Las Vegas.
- McClenny, C.,(2014, April). *Strengthening skills of developmental students through online education*. Yes We Must Coalition National Conference. Chicago.
- McClenny, C., and Owens, A. (1993, October). Managing dysphagia patients. Symposium for the Georgia Speech and Hearing Association. Carrollton, GA.
- Lynn, S., Hagood, S., Grubbs, S., & McClenny, C. (2020, February). *Making a difference: Completer impact on PK-12 student learning*. American Association of Colleges for Teacher Education, Atlanta, Georgia.
- Lynn, S., Hagood, S., Grubbs, S., & McClenny, C. (2019, March). *Making a difference: A case study of completer impact on PK-12 student learning and teaching effectiveness during induction*. Georgia Educator Preparation Program/Educator Preparation Academic Advisory Committee Conference, Atlanta, Georgia.
- Landis, A., Hodges, J., Ford, S., McClenny, C. (2006, October). A campus-wide commitment to the power of information literacy. Savannah, GA.

SERVICE AND LEADERSHIP

Reviewer

2018 - 2020 *Perspectives in Learning*

2017 - 2019 Blackboard Exemplary Course Program

2005 - 2020 English Composition and Student Success online materials for McGraw-Hill

Convention Chair

1994 Georgia Speech-Language and Hearing Association

University Committees

2018 - 2020 Faculty Affairs (Chair)

2017- 2020 University Teaching and Learning (Chair)

2018 - 2019 Scholarly Writing Club (Chair)

2016 - 2020 Academic Council Committee for Curriculum (co-Chair)

2014 - 2018 Faculty Promotions (Chair)

2014 - 2016 Student Placement Committee (Chair)

2004 - 200 Faculty Senate (Speaker 2007-08)

2006 - 2017 Academic Council

2014 – 2016 Academic Affairs Directors Team

2014 - 2016 Academic Program Review (Chair, 2005-6)

2006 - 2014 Communication Team (Chair)

2006 – 2014 Dean's Council

2004 -2017 General Education Committee (Chair 2011-12)

2005 - 2008 Institutional Review Board (Co-Chair 2005-06)

2012 - 2014 Developmental and Gen Ed Math Curricular Redesign Team (Chair)

2005 - 2006 Quality Enhancement Program Development

2012 - 2017 Quality Enhancement Program Development

Mitchell Mong Board Member

Mitchell Mong Home improvement and Flooring Specialist

Innovative, detail oriented, home improvement and flooring specialist with over 35 years of experience who serves clients with integrity and honesty to create beautiful home renovations the client can enjoy for years.

Experience

1994-Present

Mong Brothers Flooring LLC.

Experienced industry professional with impeccable attention to detail service-oriented entrepreneur with established clientele specializing in exceptional flooring, tile and light home renovations.

Naval Service

3/1985-11/1994

3/1986-10/89

USS Claude V. Ricketts DDG-5

WDE (Weapon Direction Equipment)

Responsible for the operation and maintenance of weapon direction equipment. Member of October 31st 1989 decommissioning crew

7/1991-11/94

USS Dwight D. Eisenhower CVN-69

Phalanx MK 1 Close in Weapons System (CIWS)

Work Group Supervisor

Responsible for three MK 1 Phalanx (CIWS) workcenters in the Fire Control Division Close-In-Weapons-System on the USS Dwight D. Eisenhower in support of Operation Desert Storm. Directly responsible for the operation, maintenance and extensive support required to maintain three systems, ensuring all systems were maintained at 100% availability. Directly responsible for molding newly reported personnel into a highly proficient watch team.

Volunteer

Manatee girls fastpitch softball, 1995-1998

Education

1977 Mississinawa Valley High School

Bluffton College, Bluffton, Ohio, 1978-1979

Major: Health Physical Education and Recreation with minor in English

Skills

- Creativity
- Leadership
- Organization
- Problem solving
- Teamwork

Contact

607 31st Street West
Bradenton, Florida 34205
(941) 650-9663
MitchMong@Gmail.com

Arlene Merriman
Board Member

Arlene Merriman

Page 3

EDUCATION Master of Science, Adrian Dominican School of Education,
Higher Education Administration,
Barry University
Miami Shores, Florida, 2018.

Master of Science, College of Professional Studies,
Allied Health Professions/Community Mental Health,
Northern Illinois University
DeKalb, Illinois, 1976.

Bachelor of Science, College of Professional Studies,
Family Relations Major, Anthropology Minor
Northern Illinois University
DeKalb, Illinois, 1974.

COLLEGE/COMMUNITY

AFFILIATIONS Marie Selby Botanical Gardens, Sarasota, FL
Botany Department Database Volunteer 2016-Present
Veterans Advisory Team, State College of Florida, 2010-2013
Career Employee Council, State College of Florida, 2007-2010
Mote Marine Research Laboratory, Sarasota, FL
Public Relations Department Volunteer, 2004-2005
Des Plaines Healthy Community Partnership, Member, 1997-2003
 • Facilitator 1997-2000
Illinois High School District #214 Community Education/Pathways
for Prevention Advisory Council, Member, 1989-2002
Illinois High School District #207 Career Education Advisory
Council, Member, 1997-2003
United Way of Des Plaines, Member, 1998-2003
 • Budget and Allocations Committee
Special People, Inc., Member, 1985-2003
 • Secretary, 1985-2003
Junior Woman's Club of Des Plaines, Member, 1986-2003
 • President, 1999-2001

HUMAN RESOURCES

PROFESSIONAL International Public Management Association
AFFILIATIONS for Human Resources (IPMA-HR) Member, 1986-2003
 • President, Central Region, 1993-1994
 • President, Chicago Metropolitan Chapter,
 1989-1990

HUMAN RESOURCES

CERTIFICATIONS Society for Human Resources Management (SHRM),
Human Resource Certification Institute
 • Senior Professional in Human Resources (SPHR) 2002-2005

International Public Management Association for
Human Resources (IPMA-HR)
 • IPMA-CP (Certified Professional) 2001-2004

ARLENE MERRIMAN

6724 64th Place East
Bradenton, FL 34203
(941) 780-7587 (cell)

**PROFESSIONAL
EXPERIENCE**

Degree Evaluations and Projects Specialist State College of Florida,
Bradenton, FL
2009- 2016

- Analyzed transfer credits for specific student cohort groups.
- Assisted with the College registration process and coded parts-of-tenn for each semester.
- Processed change of majors for all 3 campuses.
- Researched and processed official documents.
- Provided services to students, advisors, and various departments regarding post-secondary transfer credits and degree completion requirements.
- Served on campus-wide committees and conducted special projects as assigned.

Educational Records Specialist, State College of Florida
2005- 2009

- Evaluated college transcripts, CLEF, AP, and IB scores to detennine transferability of coursework.
- Answered Educational Records Office telephone questions and inquiries for infonnation and provided general customer service.
- Assisted students in the application process and detennination of Florida residency.
- Facilitated use of degree audits by transfer students, to assist in the advising process and completion of graduation requirements.
- Collected and maintained student infonnation and input into specialized BANNER computer infonnation system.

Hum.an Resources Generaiist, SouthTrust Bank,
2003-2005 Sarasota, FL

- Served as a company specialist in staffing and employee relations.
- Perfonned pre-employment screening.
- Prepared various personnel fonns, recorded statistics, and handled confidential employee infonnation.

Director, Human Resources and Services, City of Des Plaines
1986 - 2003 Des Plaines, IL

- Planned and implemented recruitment and selection programs for employment in Civil Service positions.
- Advised employees, supervisors, and administrative personnel regarding personnel policies and programs.
- Planned, supervised, and evaluated work of department personnel.
- Administered employee benefit programs.
- Developed training and educational programs for City employees.
- Advised all labor relations negotiating teams (6).
- Prepared job descriptions and maintained position classification plan.
- Directed programs of public health and social services.
- Facilitated various professional/community committees.
- Prepared departmental cost projections.
- Supervised the preparation of a wide variety of Federal, State, and staff reports.

Personnel Assistant, City of Des Plaines
1982 - 1985

- Generated human resource, employee benefit and budgetary data as requested.
- Conducted pre-employment interviews and prepared salary and benefit survey data.
- Developed and implemented professional development and health related employee education programs.

Job Placement Coordinator, Saint Xavier College,
1980 - 1982 Chicago, IL

- Organized employer contacts.
- Counseled students on career development issues.

Assistant to the Dean of Students/Director of Residential Life,
1978 - 1982 Saint Xavier College

- Coordinated staff recruitment, selection, supervision, in-service training, and evaluation of undergraduate resident advisors.
- Developed residence hall policies and procedures.

Residence Hall Advisor, Northern Illinois University,
1976 - 1978 DeKalb, IL

- Coordinated residential student development programs.
- Provided individual personal counseling and conflict management for resident students.
- Advised residence hall student committees.

Justine Reinhart Board Member

Justine Rinehart

4144 Caddie Drive E • Bradenton, FL • 34203 • (231) 633-1939

jrinehartmom1@gmail.com

Education **Master of Arts in Curriculum & Teaching**
Michigan State University
July 2000 GPA 3.94

Bachelor of Science in Education
Wayne State University
April 1997 GPA 3.96

Certification **Florida Professional Certificate #1504099 CC in process – expected 1/31/24**

State of Michigan Professional Education Certificate (#F0000000025739) Exp. 6/30/2027
Elementary K-5 All Subjects (K-8 Self CC)
Science (DX) 6-8 Social Science (CX) 6-8

Experience **1998 – 2023 (Retired) Kingsley Area Schools**
6th Grade Science Teacher, Team Leader, & Middle School Content Leader (2005-2023)
Other Positions: 5th & 6th Grade Math, ELA & Social Studies; Kindergarten & 2nd Grade Homebound Teacher;
8th Grade Social Studies

AREAS OF EXPERTISE

- Teacher Leader – assist other teachers with implementation of new curriculum, programs, and inquiry based instructional methods
- Develop Curriculum and Assessments aligned to Michigan Science Standards
- Cognitive Coaching
- Kagan Cooperative Learning
- Certified Formative Assessment Coach (MDE FAME Project)
- Marzano Growth and Evaluation Model Mentor & Demonstration School Leader and Coach
- Summative Assessment Writing
- New Teacher Mentor
- Professional Learning Communities Collaborator & Leader
- Coordinate Special Education Inclusion Program

Central Michigan University

2021 - 2023

Adjunct Faculty - Traverse City University Center

Instructor - EDU 380 Interdisciplinary Methods and Pre-Student Teaching

Instructor for pre-student teachers with a science focus. Curriculum includes lesson planning, classroom management, engagement, differentiation, interpersonal skills, professionalism, analyzing state standards, assessments, and safety.

Michigan Department of Education

2018

MStep Item Writer

Write bundled assessment items for the Elementary Science Michigan Student Test of Educational Progress aligned to specific Next Generation Science Standards at various depths of knowledge and adapted to the Michigan Science Standards.

2009-2012

MEAP Item Writer

Write assessment items for the Elementary Science Michigan Educational Assessment Program aligned to specific State Grade Level Content Expectations at various depths of knowledge.

**Experience
conl**

Northwest Education Services (fonnerly Traverse Bay Area Intennediate School District)

2008-2018

Contracted Consultant

Write assessment items and learning scales aligned to Middle School Next Generation Science Standards.
Write assessment items and resources aligned to Michigan Middle School Grade Level Content Expectations.

**Professional
Committees**

Middle School Leadership Team (1998-2023)
Marzano Demonstration School Leadership Team (2015-2023)
National Schools to Watch Evaluation Team (2014-2023)
Professional Development Planning (2012-2023)
District Curriculum Council (1998-2019)
Reproductive Health Committee (2005-2018)
National Schools to Watch Leadership & Presentation Team (2014-2015)
Hiring Committees for Teaching Staff & Middle School Principal (1999, 2000, 2006, 2008, 2012, 2019)
PLC Advisory Committee (2008-2010)

**Professional
Development**

Marzano Growth and Evaluation Model (2013-2023)
Kagan Cooperative Learning (2013-2023)
TBAISD Science PLC (2008-2020)
MDE MSTEP Item Writer Training (2018)
TBAISD Summer Science Curriculum Camp (2008-2018)
Regional Staff Development Day (1998-2019, Presenter 2012)
Michigan School Testing Conference Presenter (2016)
Formative Assessment for Michigan Educators (2012-2016)
National Schools to Watch Evaluation Team (2015-2018)
National Schools to Watch Annual Conference Presenter (2015)
Cognitive Coaching (2013-2014)
Adaptive Schools (2013-2014)
Invasive Species Field Course (2012 & 2014)
MDE MEAP Item Writer Training (2009)

**Community
Interests**

Kingsley Area Schools Band Boosters Spokesperson & Treasurer (2012- 2019)
Bay Pointe Community Church - Children's Ministry Service Administrator (2003-2016)
Mothers of Preschoolers Volunteer Coordinator & Teacher (2003-2005)
American Red Cross Volunteer Instructor (1993-2000)

References

Mr. Richard Watson

Director - Woodland School (present)
Principal - Kingsley Middle School (2019-2022)
502-939-6410
richwatson5620@gmail.com

Mr. Mike Carmean

Interim Principal - Kingsley Middle School (2022)
Superintendent - Suttons Bay Public Schools (ret)
231-342-1134
mccarmean1@gmail.com

Mr. Vaughn White

Superintendent- Hesperia Schools (ret.)
Principal - Kingsley Middle School (2012-2016)
231-750-7018
whitve@mnaii.com

Mrs. Julie Alpers

University Coordinator- Teacher Education (2021-2022)
Central Michigan University
231-499-7720
[alper1ia\(a\)cmich.edu](mailto:alper1ia(a)cmich.edu)

Additional References Available Upon Request



Expe11ence

Jan11111111, 2022, to [PJ"eSent

Assinant Buneau Chii!f iiallaltaiSsee IBIH!!ill

Department of Legal Affairs, Office of the Attorney General, Consumer Protection Division, Tallahassee, Florida

arch, 2020 to Jam1,uy, 2022

Assinant Attorney General

De;pr,rtme;nt of legal Affair:s, Office of the Attorney General, Consuime;i
Prntectio'.n Division, Tall'ahas,see, i=lori!!la

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Liaison

De;p,rrtme;nt oHegal Affairs, Talla'h'as,see, Rlorii!!a

ay, 2018 to M!ay, 20119!

P5 Attorney

Department of legal Affairs, Office of the Attorney General, Consumer Protection Division, Tampa, Florida

A,pril 200'3 ro April, 2018

Atto:nney, 51taTE!hallder

Law Office of khael P', Roland, P',ilt Bradenton, i=lori!!la

Education

2007-Juris:DoHr., Iflorida CoaiStal Smool of llaw, Jaoonville, !Florida
Clasirank, t:op 3.3%, Honors: Dean's LiiSt, Pres,ident of !Florida Coastal
Chapter of FederalicSt Societ'I,' Law Oleink.

1993,- M:aster of Busin,ess AdminiS1Jraticm, 5anJose State Univ..ffill'Sity
Hona.rs :VP of Prannin,g, SanJose State Team, Int. Bus. Strategy and
Polic'fCompe• on, Hr:st Pla-ceWinner ofStrategi:cPlan Competition.

1991.-I Bamelor:rof MueSt-1>U,n'ive.-sity of Ca'lifomia, Santa Barmra
Hema.rs: Dea.n's LicSL

KAREN s_ RO!AHD, M..S., 1482 Wagon Kheel CircleE, Telf'Erha85ee, R... 32J'7
(941-2.12-2008) km.J.imd06f5@qmElif.com; <https://www.r> [lIdin.comlinksmland](https://www.r)

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KAREN S. ROLAND, M.S.J 1842 Wagon Wheel Circle EJ Tallahassee FL 32317
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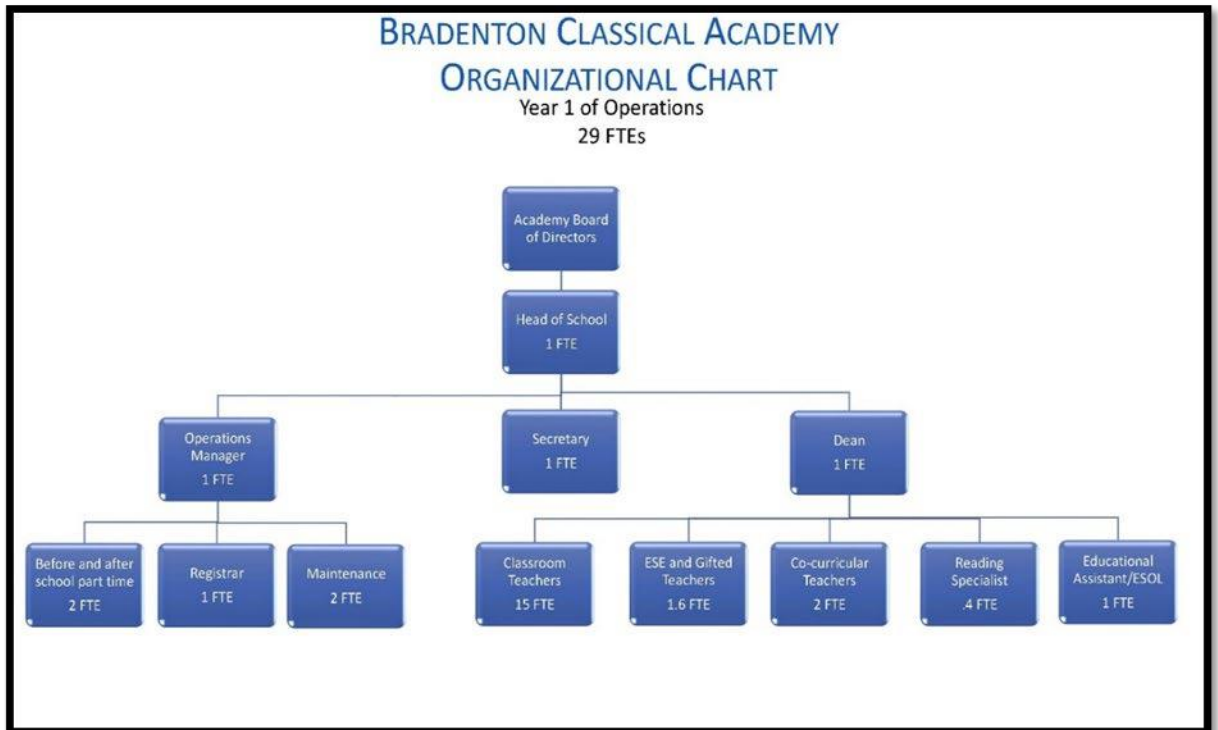
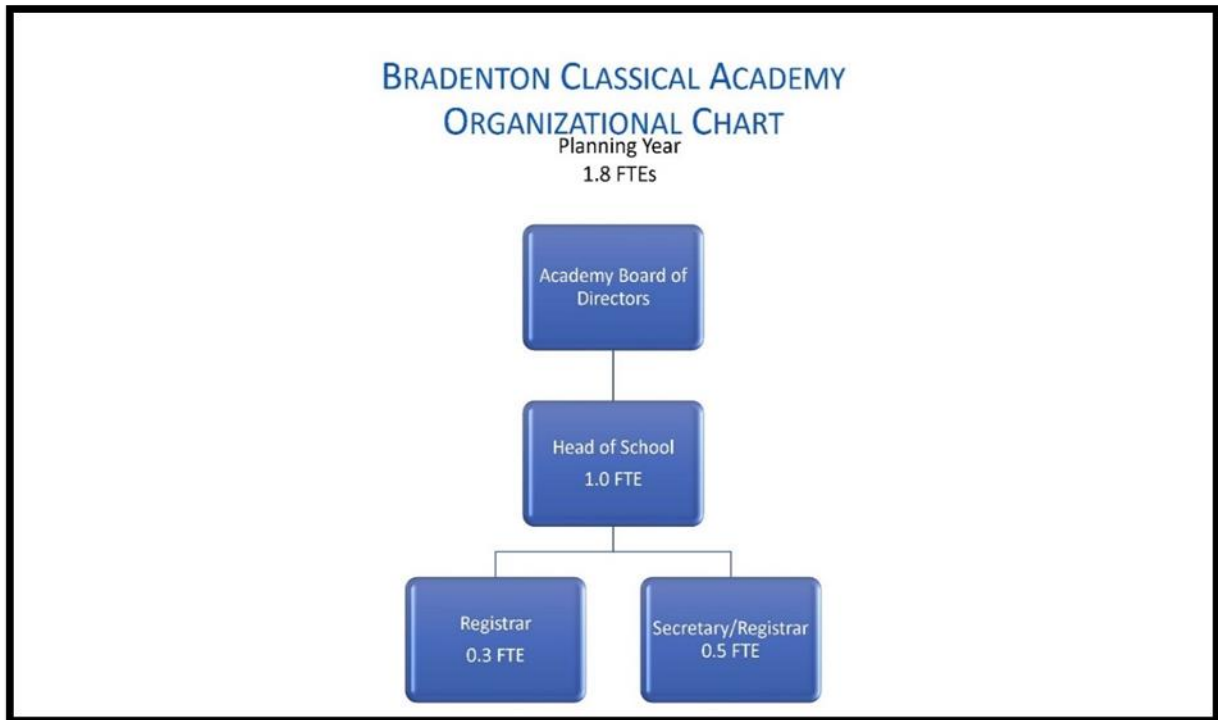
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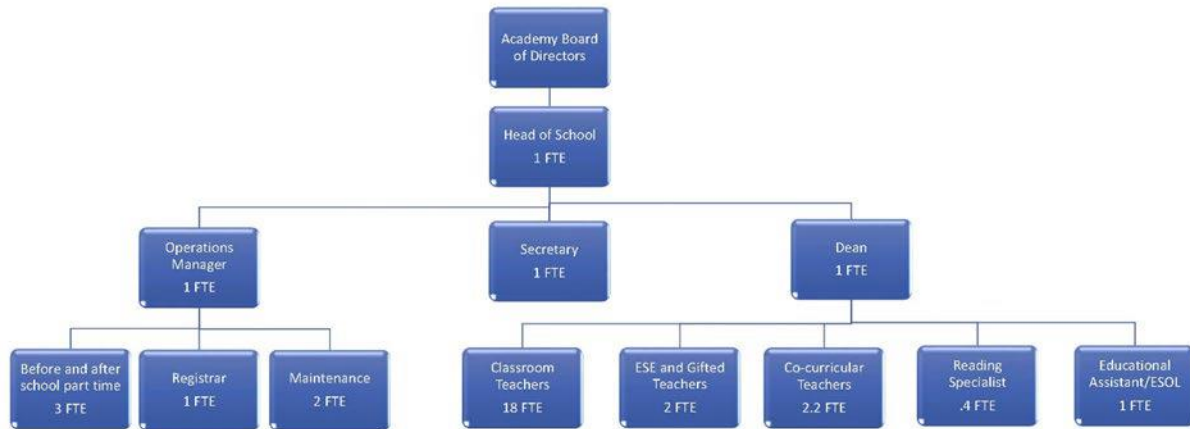
ATTACHMENT M

Organizational Charts



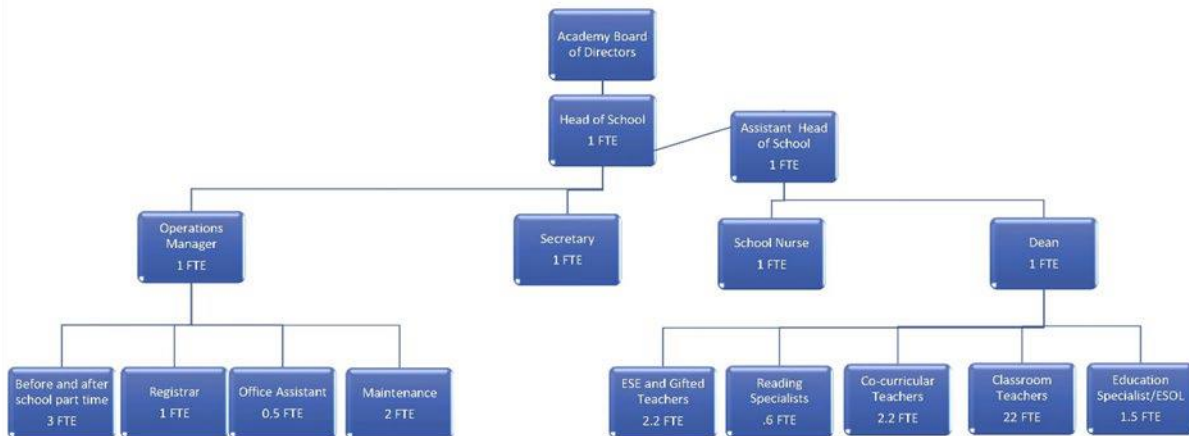
BRADENTON CLASSICAL ACADEMY ORGANIZATIONAL CHART

Year 2 of Operations
33.8 FTEs



BRADENTON CLASSICAL ACADEMY ORGANIZATIONAL CHART

Year 3 of Operations
41 FTEs

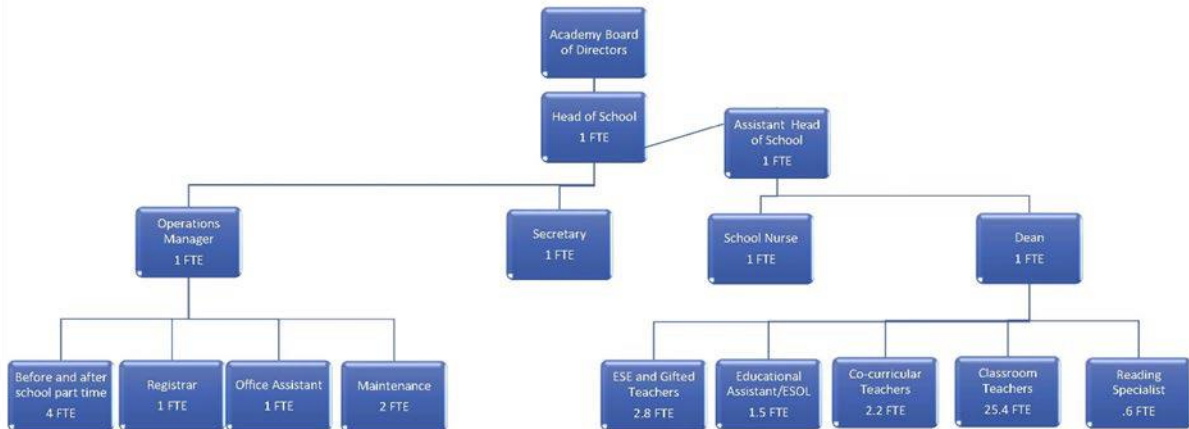


BRADENTON CLASSICAL ACADEMY

ORGANIZATIONAL CHART

Year 4 of Operations

46.5 FTEs

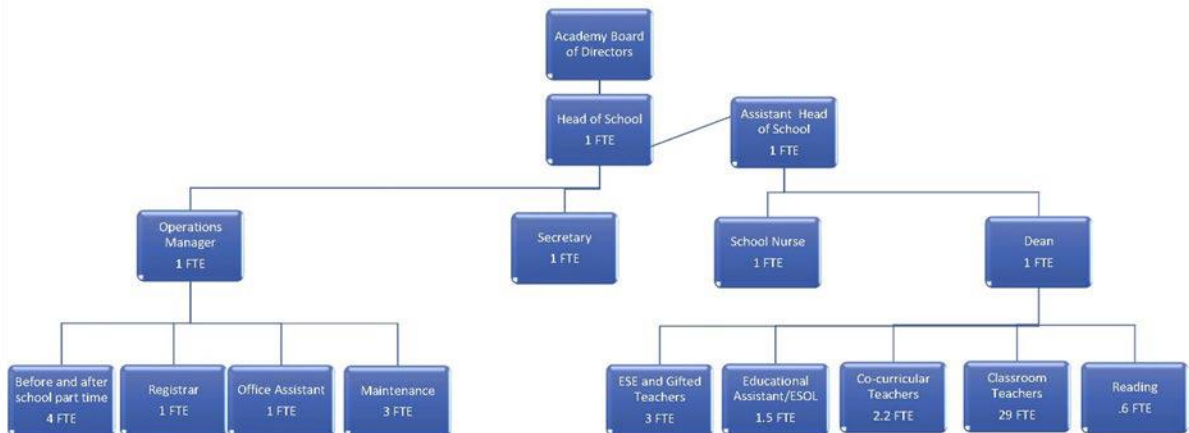


BRADENTON CLASSICAL ACADEMY

ORGANIZATIONAL CHART

Year 5 of Operations

51.3 FTEs



ATTACHMENT N

Head of School Job Description

Bradenton Classical Academy was founded out of a need to bring excellence of education into Manatee County. It was founded by a group of grandparents and business leaders in 2021 in Manatee County. Operating under the strict governance of its board of directors, Bradenton Classical Academy's liberal arts and sciences curriculum is developed with support from Hillsdale College, a leader in classical learning since 1844.

Mission

Bradenton Classical Academy's mission is to develop lifelong learners (scholars) through a content-rich Classical Education in the liberal arts and sciences. We focus on the importance of individual accountability, integrity, and respect for citizenship in our country to understand and defend the principles that were used to found America and to see the beauty in truth in our world. train the minds and improve the hearts of young men and women through a content-rich, classical education in the liberal arts and sciences, with instruction in good character and civic virtue.

Bradenton Classical Academy seeks to employ well-educated and articulate teachers who convey real knowledge using tried-and-true teaching methods. Scholars are educated in the liberal arts, emphasizing Western thought and with special attention to the American tradition. Through the study of mathematics and the sciences scholars learn to think clearly and contemplate the natural order. Bradenton Classical Academy scholars will learn to read, write, and speak well, and to understand themselves and the world around them.

Bradenton Classical Academy seeks to educate scholars to be people of character, young men and women who have the moral and intellectual virtue necessary for a life of citizenship and of learning.

The Role of Head of School

A classical school leader is an important figure in a school and its surrounding community. He or she is entrusted with the education and well-being of its students and the academic reputation of that community, acting as a steward of substantial public or private funds and, ultimately, a contributor to the future viability of the nation through the passing on of wisdom and virtue to its future citizens.

The leader of a classical school knows that he or she is shaping young men and women for lives of virtue, and that a classical education is a training for both the mind and the heart. The leader is equally attentive to the school's curriculum, pedagogy, and culture, because he or she knows that ethical and intellectual living is practiced in and outside of the classroom. The school leader is an example of virtuous living and the love of learning for its own sake to the students and his or her community. He or she understands the value of a liberal arts education and can articulate that clearly and effectively. As a proponent of American classical education informed by the Western

tradition, the school leader builds a culture focused on principled self-government and civic responsibility.

Qualities and Characteristics

- Leadership. Specifically, the ability to discern the ends that fulfill the nature and purpose of the organization, and to chart a course to reach those ends; the ability to inform and inspire people to follow, to commit, to take responsibility, to perform, and to cooperate in an effective manner. The ability to raise up leaders in an organization.
- Intellectual depth and serious understanding of the life of the mind befitting of the leader of an academic institution with a love of learning demonstrated by the ongoing personal pursuit of knowledge and the desire to share that knowledge with others.
- A commitment to school reform, energized with courage and governed by prudence.
- A generator of trust and confidence from others within his or her leadership by exhibiting unwavering personal integrity, honesty, and decisiveness.
- A person of excellent moral character.

Knowledge and Skills

- A broad understanding of the classical liberal arts, its roots in the Western tradition, and its historical presence in American education prior to the 20th century.
- An understanding of the ills that plague contemporary primary and secondary schools and the root causes of those problems.
- Knowledge of the craft of the educator, and the ability to teach well.
- The ability to coach teachers to greater degrees of effectiveness in the classroom.
- The ability to communicate effectively in both oral and written forms.
- The ability to maintain a high degree of energy and personal productivity, and to effectively manage the yield of others. The ability to prioritize and get things done.
- A general understanding of personnel management principles, including recruiting and hiring, supervising, and evaluating, and individual and organizational development.
- The intellectual and emotional strength to have difficult conversations.
- A general understanding of financial management principles, including planning a budget and managing it throughout a school year, the needs and expectation of regular auditing, and a system of sound fiscal controls.
- An understanding of the school's respective state accountability or accreditation system for public or private schools, as appropriate, and laws relevant to the same, and validly qualified to possess the appropriate school leader credentials as required by law.

Duties and Responsibilities

- Provides general management of all school operations, including academic, financial, personnel, regulatory, and facility areas.
- Observes teachers at defined intervals, documents results, and provides feedback as mentor and supervisor.
- Reports at regular school board meetings on the status of operations and plans for upcoming activities.
- Represents the school as the senior executive leader in interactions with the public, the school constituencies, the authorizer or accreditor, and other government agencies.

Other Expected Characteristics of a Classical School Leader

- The school leader is well-organized and takes responsibility for everything that occurs

within the school, carrying out his or her charge with humility and flexibility with a willingness to take on any task even if it seems menial. He or she is keen on delegation with clear direction, yet accountable for every facet of the school.

- The school leader is pleasant, engaging, personable, and empathetic-important traits as he or she interacts with parents, community members, teachers, students, and others. The school leader knows how to build trust through excellent communication, which oftentimes means only listening, and by being consistent with expectations and follow-through. The school leader is firm and kind, prudent and just.
- The school leader can build an administrative team. He or she knows the mission and knows how to hire well to support that mission. A school leader knows his or her own strengths and weaknesses and will hire assistant principals and deans who will offset those weaknesses.
- The school leader is rooted in the classical tradition and has an appreciation for the art of teaching, with a clear vision for his or her own classroom, having experienced it firsthand.
- The school leader understands and communicates with the broader classical movement to promote better education in our country and is committed to the larger network of schools of which he or she may be a part.
- The school leader regularly coaches each teacher on classroom management, instruction, and culture.
- The school leader has a clarity of focus, and yet is open to ideas and implements the best of them from his or her community, not just from personal preferences.
- The school leader is public-spirited, ambitious about the school and its effect on the wider community, state, and nation. He or she is committed to the local community as an active participant, an energetic advocate for classical education as being good for all learners.
- The school leader likes interacting with children and believes that classical education leads them on the path to true happiness.
- The school leader has a recognizable executive aptitude for the business and operational aspects of school leadership. He or she can put first things first and has the capacity to multi- task.
- Additional Qualifications
- Ability to demonstrate, uphold, and promote in daily interactions a commitment to BCA's mission and vision, and the moral character and civic virtue BCA embodies.

BACKGROUND CHECK: Background screening requirements pursuant to Florida law for personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet level 2 screening requirements as described in s.1012.32. All individuals must be prepared to be fingerprinted.

MANAGING STUDENT BEHAVIOR

- 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 on the academy grounds.

PROFESSIONAL COMMUNICATIONS

- Communicates and cooperates with other professional staff in academic and personal growth areas.
- Attends and/or conducts staff meetings and participates on committees within the area of

responsibility.

- Shares the responsibility for the care of academy inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.

UPHOLDS PROFESSIONAL STANDARDS OF CONDUCT

- Complies with Code of Ethics and upholds and enforces rules, administrative directives and regulations, academy policies, and local, state, and federal regulations.
- Articulates and facilitates the implementation of the mission and values of BCA.
- 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 BCA policies including attendance, absences, and evaluations.
- Attendance must be adequate to acceptably perform listed job functions.

EXPERIENCE, KNOWLEDGE, SKILLS, AND ABILITIES

- Minimum educational requirements as per <https://teaching-certification.com/teaching/florida-principal-certification/>:
- At least a master's degree by a regionally accredited or approved institution
- Completion of the Florida Educational Leadership Core Curriculum through one of the following:
 - FDOE Florida pre-service program in educational leadership offered by an approved institution
 - A graduate degree major in educational administration, administration and supervision or educational leadership awarded by an approved institution
 - A graduate degree with a major in a subject other than educational administration, administration and supervision or educational leadership, and successful completion of a Department of Education approved modified Florida program in educational leadership offered by an acceptable institution
 - A graduate degree with a major in a subject other than educational administration, administration and supervision, or educational leadership awarded by an acceptable institution, and 30 semester hours of graduate credit which includes credit in each of the courses in the Florida Educational Leadership Core Curriculum (above)
 - Completion of an Educational Leadership training program [approved by the Department of Education and offered by a Florida public school district](#)
- 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 academy policies on immunization, medication, first aid, emergencies, and child abuse/neglect.
- Ability to maintain positive relationships with scholars, parents, community members and staff.

WORKING ENVIRONMENT

- The employee works with various staff members in a team environment including the administrative staff, parents, scholars, 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 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 a 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.
- Employees must be able to move quickly from place to place on occasion over smooth to uneven surfaces on the playground or on grass.
- When dealing with scholars may entail kneeling, squatting, stooping and bending on an occasional to frequent basis on a given day.

EMOTIONAL DEMANDS

- Maintain high emotional energy and display enthusiasm.
- Address stressful events created by hostile, confrontational scholars 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 scholar care performance.
- Enhance one's professional 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 the incumbent. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of an 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 Bradenton Classical Academy will be housed in the Business Office and are updated periodically. Copies are available on request.

The organization is an equal opportunity employer. The organization is committed to providing equal opportunity for all individuals in all areas of recruitment, selection, placement, training, assignment, transfer, compensation, benefits, discipline, retention, and promotion. The board commits itself to the policy that there shall be no unlawful discrimination against any person because of race, color, religion, age, sex, national origin or disability. All decisions regarding employment shall be in compliance with applicable state and federal laws.

ATTACHMENT O

Criteria to be used in selecting the Head of School As described in the Job Description

BACKGROUND CHECK: Background screening requirements pursuant to Florida law for personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet level 2 screening requirements as described in s.1012.32. All individuals must be prepared to be fingerprinted.

MANAGING STUDENT BEHAVIOR

- 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 on the academy grounds.

PROFESSIONAL COMMUNICATIONS

- Communicates and cooperates with other professional staff in academic and personal growth areas.
- Attends and/or conducts staff meetings and participates on committees within the area of responsibility.
- Shares the responsibility for the care of academy inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.

UPHOLDS PROFESSIONAL STANDARDS OF CONDUCT

- Complies with Code of Ethics and upholds and enforces rules, administrative directives and regulations, academy policies, and local, state, and federal regulations.
- Articulates and facilitates the implementation of the mission and values of BCA.
- 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 BCA policies including attendance, absences, and evaluations.
- Attendance must be adequate to acceptably perform listed job functions.

EXPERIENCE, KNOWLEDGE, SKILLS, AND ABILITIES

- Minimum educational requirements as per <https://teaching-certification.com/teaching/florida-principal-certification/>:
- At least a master's degree by a regionally accredited or approved institution
- Completion of the Florida Educational Leadership Core Curriculum through one of the following:
 - FDOE Florida pre-service program in educational leadership offered by an approved institution
 - A graduate degree major in educational administration, administration and supervision or educational leadership awarded by an approved institution
 - A graduate degree with a major in a subject other than educational administration,

administration and supervision or educational leadership, and successful completion of a Department of Education approved modified Florida program in educational leadership offered by an acceptable institution

- A graduate degree with a major in a subject other than educational administration, administration and supervision, or educational leadership awarded by an acceptable institution, and 30 semester hours of graduate credit which includes credit in each of the courses in the Florida Educational Leadership Core Curriculum (above)
- Completion of an Educational Leadership training program [approved by the Department of Education and offered by a Florida public school district](#)
- 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 academy policies on immunization, medication, first aid, emergencies, and child abuse/neglect.
- Ability to maintain positive relationships with scholars, parents, community members and staff.

WORKING ENVIRONMENT

- The employee works with various staff members in a team environment including the administrative staff, parents, scholars, 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 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 a 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.
- Employees must be able to move quickly from place to place on occasion over smooth to uneven surfaces on the playground or on grass.
- When dealing with scholars may entail kneeling, squatting, stooping and bending on an occasional to frequent basis on a given day.

EMOTIONAL DEMANDS

- Maintain high emotional energy and display enthusiasm.
- Address stressful events created by hostile, confrontational scholars 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 scholar care performance.

- Enhance one’s professional 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 d

ATTACHMENT P

Leadership Position Job Descriptions



BRADENTON CLASSICAL ACADEMY
CITIZENSHIP . INTEGRITY . ACCOUNTABILITY

Business Operations Manager

The Operations Manager supports the mission and values of the Academy by assisting the Head of School or designee with the development and implementation of the academy's management and daily operation. Like the Head of School or designee, the Operations Manager is a motivational leader who encourages the team in the realization of educational excellence for the scholars in accordance with the mission, values and curriculum established in the charter. He/she will be of high moral character and will embrace the mission and values of Bradenton Classical Academy. He/she will have strong organizational and leadership skills, with an understanding and loyalty to classical education and promote a love of learning and will exemplify the core virtues of integrity, citizenship, humility, respect, self-control, perseverance, responsibility, and trustworthiness. He/she will work with the Headmaster, Hillsdale, and the charter management organization to ensure the Academy's fiscal success, and assist in ensuring the academic success.

The Operations Manager reports to the Head of School.

Qualifications:

Duties and Responsibilities:

- Assists to ensure compliance with FLDOE, the Sponsor, and Hillsdale
- With the support of Security develops and implements security plans to ensure safety lives and property.
- Ensures academy compliance to Marjory Stoneman Douglas High School Public Safety Act.
- Assists to maintain a high performing workforce
- Liaison between Headmaster and contractual service providers
- Coordinates with Headmaster, and teachers to design field trips
- Manage policies and procedures for scholar transportation including the busses and car line/pick up/drop off of scholars.
- Manages volunteers
- Manages lunch adult supervisions
- Manage public relations
- Manages public records requests
- Supervises
 - Security
 - Maintenance
 - Office Assistant
 - Registrar

Qualifications: Bachelor's degree in Business Management, or 5 years related experience.



Additional Qualifications

- Ability to demonstrate, uphold, and promote in daily interactions a commitment to BCA's mission and vision, and the moral character and civic virtue BCA embodies.
- **BACKGROUND CHECK:** personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet level 2 screening requirements as described in s.1012.32. All individuals must be prepared to be fingerprinted.

MANAGING STUDENT BEHAVIOR

- 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 on the academy grounds.

PROFESSIONAL COMMUNICATIONS

- Communicates and cooperates with other professional staff in academic and personal growth areas.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.
- Shares the responsibility for the care of academy inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.

UPHOLDS PROFESSIONAL STANDARDS OF CONDUCT

- Complies with Code of Ethics and upholds and enforces rules, administrative directives and regulations, academy policies, and local, state, and federal regulations.
- Articulates and facilitates the implementation of the mission and values of BCA.
- 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 BCA 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 academy policies on immunization, medication, first aid, emergencies, and child abuse/neglect.
- Ability to maintain positive relationships with scholars, parents, community members and staff.

WORKING ENVIRONMENT

- The employee works with various staff members in a team environment including the administrative staff, parents, scholars, 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 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.
- When dealing with scholars may entail kneeling, squatting, stooping and bending on an occasional to frequent basis on a given day.

EMOTIONAL DEMANDS

- Maintain high emotional energy and display enthusiasm.



- Address stressful events created by hostile, confrontational scholars 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 scholar care performance.
- Enhance one's professional 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 Bradenton Classical Academy will be housed in the Business Office and are updated periodically. Copies are available on request.

The organization is an equal opportunity employer. The organization is committed to providing equal opportunity for all individuals in all areas of recruitment, selection, placement, training, assignment, transfer, compensation, benefits, discipline, retention, and promotion. The board commits itself to the policy that there shall be no unlawful discrimination against any person because of race, color, religion, age, sex, national origin or disability. All decisions regarding employment shall be in compliance with applicable state and federal laws.



Assistant Head of School Job Description

This is a salaried, exempt position with a 12-month work schedule and hours set according to assigned school duties. Salary will be set annually on a performance-based schedule. Teachers will report to the Head of School.

Assistant Head of School reports to the Head of School.

Duties and Responsibilities of the Position

- Assist in general management of all school operations, including academic, financial, personnel, regulatory, and facility areas.
- Observes and can effectively coach teachers at defined intervals; documents result and provides feedback as mentor and supervisor.
- Occasionally reports at school board meetings, in place of the Head of School on the status of the school and plans for upcoming activities.
- May represent the school as the senior executive leader in interactions with the public, the school constituencies, the authorizer or accreditor, and other government agencies.
- May be considered as succession plan for Head of School

Additional Qualifications

- Ability to demonstrate, uphold, and promote in daily interactions a commitment to BCA's mission and vision, and the moral character and civic virtue BCA embodies.
- **BACKGROUND CHECK:** Background screening requirements pursuant to Florida law for personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet level 2 screening requirements as described in s.1012.32. All individuals must be prepared to be fingerprinted.

MANAGING STUDENT BEHAVIOR

- 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 on the academy grounds.

PROFESSIONAL COMMUNICATIONS

- Communicates and cooperates with other professional staff in academic and personal growth areas.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.



- Shares the responsibility for the care of academy inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.

UPHOLDS PROFESSIONAL STANDARDS OF CONDUCT

- Complies with Code of Ethics and upholds and enforces rules, administrative directives and regulations, academy policies, and local, state, and federal regulations.
- Articulates and facilitates the implementation of the mission and values of BCA.
- 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 BCA 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 academy policies on immunization, medication, first aid, emergencies, and child abuse/neglect.
- Ability to maintain positive relationships with scholars, parents, community members and staff.

WORKING ENVIRONMENT

- The employee works with various staff members in a team environment including the administrative staff, parents, scholars, 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 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.
- When dealing with scholars may entail kneeling, squatting, stooping and bending on an occasional to frequent basis on a given day.

EMOTIONAL DEMANDS

- Maintain high emotional energy and display enthusiasm.
- Address stressful events created by hostile, confrontational scholars 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 scholar care performance.
- Enhance one's professional 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 Bradenton Classical Academy will be housed in the Business Office and are updated periodically. Copies are available on request.

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Dean Job Description

The Dean supports the mission and values of the Academy by assisting the Head of School or designee with the development and implementation of the academy's educational and instructional mission. Like the Head of School or designee, the Dean is a motivational leader who encourages the team in the realization of educational excellence for the scholars in accordance with the mission, values and curriculum established in the charter. He/she will be of high moral character and will embrace the mission and values of Bradenton Classical Academy. He/she will have strong organizational and leadership skills, with an understanding and loyalty to classical education and promote a love of learning and will exemplify the core virtues of integrity, citizenship, humility, respect, self-control, perseverance, responsibility, and trustworthiness. He/she will work with the Headmaster, Hillsdale, and contracted service providers in the hiring of the teachers, to execute a classical liberal arts program, cultivate relationships with parents and the surrounding community.

The Dean is responsible for the successful education of the scholars in accordance with the mission, values and curriculum established in the charter. He/she will participate in faculty committees and mentor new teachers and cultivate positive relationships with the scholars, parents, and the community.

Year 1 and 2 position reports to the Head of School

Year 3 and continuation, reports to the Assistant Head of School

Duties and Responsibilities:

- Assists to ensure compliance with FLDOE, the Sponsor, and Hillsdale
- Assists to maintain a high performing workforce
- Assists to ensure high performing academics
- Assists in managing faculty, substitutes, educational assistants
- Assists teachers in certifications
- Cultivate positive and personal relationships with scholars, parents, and the community.
- Mentor new teachers, support with instructional methods and lesson planning.
- Ensures daily teacher coverage
- Guides scholar academic progression by monitoring and intervening when necessary, managing tutoring and summer academy programs
- Review lesson plans to ensure compliance with Florida Standards.
- Coordinates with Hillsdale on professional development for faculty.
- Assists in scholar discipline.
- Supports in the hiring process for staff (reading applications, check references, participate in interviews)



- Alternate leader for the Crisis Response Team
- Alternate leader for BTAT
- Facilitates ESE/ELL/Gifted programs.
- Arranges and participates in faculty meetings.
- Ensures student academic needs are being met, working with faculty, scholars, and parents while making sure policies and procedures are in place to meet the needs.
- Other duties as required.
- Year 1 Supervises
 - o School Counselor
 - o ESE and Gifted Teachers
 - o School Nurse
- Year 2, with the addition of a 2nd dean position, Deans add supervision over
 - o Classroom teachers
 - o Co-Curricular teachers
 - o Reading/ESOL/Teacher Aids

Qualifications: Bachelor's degree (preferred in education) required, Master's (or currently enrolled) preferred. Three (3) years teaching experience required. Florida certification in Educational Leadership, school principal or administration preferred. Exemplary time management skills with ability to adapt to an ever-changing environment. Self-motivated and willing to serve others.

Additional Qualifications

- Ability to demonstrate, uphold, and promote in daily interactions a commitment to BCA's mission and vision, and the moral character and civic virtue BCA embodies.
- **BACKGROUND CHECK:** Background screening requirements pursuant to Florida law for personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet level 2 screening requirements as described in s.1012.32. All individuals must be prepared to be fingerprinted.

MANAGING STUDENT BEHAVIOR

- 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 on the academy grounds.



PROFESSIONAL COMMUNICATIONS

- Communicates and cooperates with other professional staff in academic and personal growth areas.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.
- Shares the responsibility for the care of academy inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.

UPHOLDS PROFESSIONAL STANDARDS OF CONDUCT

- Complies with Code of Ethics and upholds and enforces rules, administrative directives and regulations, academy policies, and local, state, and federal regulations.
- Articulates and facilitates the implementation of the mission and values of BCA.
- 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 BCA 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 academy policies on immunization, medication, first aid, emergencies, and child abuse/neglect.
- Ability to maintain positive relationships with scholars, parents, community members and staff.

WORKING ENVIRONMENT

- The employee works with various staff members in a team environment including the administrative staff, parents, scholars, 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 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.
- When dealing with scholars may entail kneeling, squatting, stooping and bending on an occasional to frequent basis on a given day.

EMOTIONAL DEMANDS

- Maintain high emotional energy and display enthusiasm.
- Address stressful events created by hostile, confrontational scholars 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 scholar care performance.
- Enhance one's professional 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 Bradenton Classical Academy will be housed in the Business Office and are updated periodically. Copies are available on request.

The organization is an equal opportunity employer. The organization is committed to providing equal opportunity for all individuals in all areas of recruitment, selection, placement, training, assignment, transfer, compensation, benefits, discipline, retention, and promotion. The board commits itself to the policy that there shall be no unlawful discrimination against any person because of race, color, religion, age, sex, national origin or disability. All decisions regarding employment shall be in compliance with applicable state and federal laws.

ATTACHMENT Q

Teacher Job Descriptions



CLASSROOM TEACHER JOB DESCRIPTION

This is a salaried, exempt position with a 10-month work schedule and hours based on assigned academy duties. Salary will be set annually on a performance-based schedule.

Teachers will report to a Dean.

SUMMARY: Teaches by creating a flexible program and an environment favorable to learning and personal scholar growth; by encouraging scholars to develop skills, attitudes and knowledge needed to obtain a good foundation for continuous growth and development; by providing scholars with experiences which integrate the affective, cognitive and psychomotor dimensions of learning; by establishing effective rapport with scholars and their parents; by assisting scholars in developing positive feelings toward themselves and others.

ESSENTIAL FUNCTIONS:

EDUCATING STUDENTS

- Compliance to the Hillsdale Scope and Sequence for assigned grade and curriculum
- Compliance with Hillsdale guidance for classroom and scholar management
- Cooperates in the development and implementation of the academy program of instruction.
- Plans and implements a program of study that, as much as possible, meets the individual needs, interests and abilities of scholars and complies with FLDOE standards and Bradenton 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 scholars.
- 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 scholar instruction.
- Meets and instructs assigned classes in the locations and at the times designated.
- Shows commitment to the academy's mission, academic program and scholar academic outcomes as outlined in the approved charter.

Qualifications:

- Hold an active professional certificate or temporary certificate issued pursuant to s. 1012.56 and rules of the State Board of Education, in the subject assigned to teach, or will teach out of subject for a minimum of one year.



- Has not received two consecutive annual performance evaluation ratings of unsatisfactory, two annual performance evaluation ratings of unsatisfactory within a 3-year period, or three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory under s.1012.34
- Approved for hire by the Bradenton Classical Academy Governing Board, under s. 1012.355

Additional Qualifications

- Ability to demonstrate, uphold, and promote in daily interactions a commitment to BCA's mission and vision, and the moral character and civic virtue BCA embodies.
- **BACKGROUND CHECK:** Background screening requirements pursuant to Florida law for personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet level 2 screening requirements as described in s.1012.32. All individuals must be prepared to be fingerprinted.

MANAGING STUDENT BEHAVIOR

- 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 on the academy grounds.

PROFESSIONAL COMMUNICATIONS

- Communicates and cooperates with other professional staff in academic and personal growth areas.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.
- Shares the responsibility for the care of academy inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.

UPHOLDS PROFESSIONAL STANDARDS OF CONDUCT

- Complies with Code of Ethics and upholds and enforces rules, administrative directives and regulations, academy policies, and local, state, and federal regulations.
- Articulates and facilitates the implementation of the mission and values of BCA.
- 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 BCA 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 academy policies on immunization, medication, first aid, emergencies, and child abuse/neglect.
- Ability to maintain positive relationships with scholars, parents, community members and staff.

WORKING ENVIRONMENT

- The employee works with various staff members in a team environment including the administrative staff, parents, scholars, 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 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.
- When dealing with scholars may entail kneeling, squatting, stooping and bending on an occasional to frequent basis on a given day.

EMOTIONAL DEMANDS

- Maintain high emotional energy and display enthusiasm.
- Address stressful events created by hostile, confrontational scholars 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 scholar care performance.
- Enhance one's professional 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 Bradenton Classical Academy will be housed in the Business Office and are updated periodically. Copies are available on request.

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because of race, color, religion, age, sex, national origin or disability. All decisions regarding employment shall be in compliance with applicable state and federal laws.



Art Teacher Job Description

This is a salaried, exempt position with a 10-month work schedule and hours set according to assigned school duties. Salary will be set annually on a performance-based schedule.

Teachers will report to a Dean.

Major Function

This position has responsibility for designing significant learning experience in art for the individual scholar. These experiences include the development of the scholar's perceptual and community skills using visual art. The teacher is expected to understand and demonstrate effective student instruction and assessment to maximize educational achievement for all scholars, and work collaboratively to ensure a working and learning climate for all scholars that is safe, secure and respectful. Implementing strategies to reach the multiple intelligences of scholars through creative lessons is required.

The art teacher's essential duties and responsibilities are as follows:

- Demonstrating an understanding and mastery of central concepts, tools of inquiry, and structure of the discipline(s) taught, effectively transmitting this knowledge to scholars, and making the subject matter meaningful to scholars.
- Demonstrating an understanding of and commitment to classical education and the vision, mission, and philosophy of the academy, and consistently developing, fostering, and advancing these concepts in scholars.
- Developing a climate and culture of openness, fairness, mutual respect, kindness, support, and inquiry.
- Engaging **every** scholar in grade level appropriate learning experiences that promote performance and intellectual and moral development.
- Listening and interacting effectively with scholars, parents, colleagues, leadership, and community members, respecting diverse perspectives.
- Demonstrating respect for scholars, colleagues, administrators, and parents.
- Modeling and reinforcing good judgment, prudence, virtue, self-discipline and responsibility.
- Working effectively with school colleagues, parents, and the community to support scholars' learning and well-being. Providing professional leadership to establish a culture conducive to scholars' learning and well-being, involving scholars in the development of a mission and goals that support the academy's goals and guide classroom decisions, and using data for continual improvement.



- Providing professional leadership to establish a culture conducive to intellectual and moral development, knowledge acquisition, thinking, analysis, and learning.
- Developing and implementing a strategic planning system including course, unit and lesson plans.
- Providing opportunities for scholars to demonstrate appropriate progress toward graduation expectations: knowledgeable, lifelong learner; responsible individual; effective communicator; problem solver; collaborative team worker, and self-directed learner.
- Providing scholars and parents with timely data for improvement in scholar achievement.
- Using formal and informal assessment strategies to determine whether scholars have achieved high standards and modifying instructional strategies as needed to maximize achievement.
- Understanding how scholars learn and providing learning opportunities that support intellectual, social, and personal development of diverse learners.
- Establishing and maintaining a safe and secure classroom environment.
- Managing scholar misconduct promptly and resolving conflict and crises effectively.
- Promoting both independent and collaborative work ethics.
- Developing and managing human resources within the classroom by maintaining a professional development plan and engaging in professional development activities, recognizing scholars and parents for contributions to goal achievement.
- Using teaching and learning strategies that reflect each scholar's culture, learning styles, special needs, and socioeconomic background.
- Seeing resources necessary to achieve classroom and school goals, such as course materials that match the reading level of scholars.
- Using classroom processes that support effective teaching and learning to promote high scholar achievement, designing lessons to promote all students' being engaged in learning all the time through such strategies as active learning, hands-on application, and teacher-scholar and scholar-scholar conversations about the learning.
- Using appropriate technology in teaching and learning processes.
- Demonstrating positive classroom results and trends.
- Performing other related duties as required.



Minimum Qualifications

- Hold an active professional certificate or temporary certificate issued pursuant to s. 1012.56 and rules of the State Board of Education, in the subject assigned to teach, or will teach out of subject for a minimum of one year.
- Has not received two consecutive annual performance evaluation ratings of unsatisfactory, two annual performance evaluation ratings of unsatisfactory within a 3-year period, or three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory under s.1012.34
- Approved for hire by the Bradenton Classical Academy Governing Board, under s. 1012.355

Additional Qualifications

- Ability to demonstrate, uphold, and promote in daily interactions a commitment to BCA's mission and vision, and the moral character and civic virtue BCA embodies.
- **BACKGROUND CHECK:** Background screening requirements pursuant to Florida law for personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet level 2 screening requirements as described in s.1012.32. All individuals must be prepared to be fingerprinted.

MANAGING STUDENT BEHAVIOR

- 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 on the academy grounds.

PROFESSIONAL COMMUNICATIONS

- Communicates and cooperates with other professional staff in academic and personal growth areas.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.
- Shares the responsibility for the care of academy inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.

UPHOLDS PROFESSIONAL STANDARDS OF CONDUCT

- Complies with Code of Ethics and upholds and enforces rules, administrative directives and regulations, academy policies, and local, state, and federal regulations.



- Articulates and facilitates the implementation of the mission and values of BCA.
- 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 BCA 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 academy policies on immunization, medication, first aid, emergencies, and child abuse/neglect.
- Ability to maintain positive relationships with scholars, parents, community members and staff.

WORKING ENVIRONMENT

- The employee works with various staff members in a team environment including the administrative staff, parents, scholars, 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 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.
- When dealing with scholars may entail kneeling, squatting, stooping and bending on an occasional to frequent basis on a given day.

EMOTIONAL DEMANDS

- Maintain high emotional energy and display enthusiasm.
- Address stressful events created by hostile, confrontational scholars 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 scholar care performance.
- Enhance one's professional 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 Bradenton Classical Academy **will** be housed in the Business Office and are updated periodically. Copies are available on request.

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Disability. All decisions regarding employment shall be in compliance with applicable state and federal laws.



Music Teacher Job Description

This is a salaried, exempt position with a 10-month work schedule and hours based on assigned academy duties. Salary will be set annually on a performance-based schedule.

Teachers will report to a Dean.

Major Function

This is an instructional position with responsibility for establishing music as a vital living experience in the life of each scholar. The teacher is expected to understand and demonstrate effective scholar instruction and assessment to maximize educational achievement for all scholars, and work collaboratively to ensure a working and learning climate for all scholars that is safe, secure and respectful. Implementing strategies to reach the multiple intelligences of scholars through creative lessons is required.

The music teacher's essential duties and responsibilities are as follows:

- Demonstrating an understanding and mastery of central concepts, tools of inquiry, and structure of the discipline(s) taught, effectively transmitting this knowledge to scholars, and making the subject matter meaningful to scholars.
- Demonstrating an understanding of and commitment to classical education and the vision, mission, and philosophy of the school, and consistently developing, fostering, and advancing these concepts in scholars.
- Planning a program that incorporates and teaches the BEST Standards and Florida Assessment for Student Thinking (FAST).
- Guiding scholars to enjoy, appreciate and interpret music in his/her daily life.
- Encouraging and assisting scholars to acquire skills in music through a series of sequential experiences.
- Encouraging scholars to develop their own creativity by providing opportunities for creativity in each experience area.
- Encouraging and promoting the coordination of music with other subject areas in the curriculum.
- Determining the materials to be used in instruction and planning the best methods for presenting them.



- Assisting in planning, preparing, and presenting programs, field trips, and festivals for the academy.
- Evaluating scholar performance in music.
- Planning in-depth experiences for special groups or individuals based on scholar needs.
- Assisting the headmaster and staff in inventorying, organizing, ordering, and caring for music materials and equipment.
- Maintaining scholars' grades.
- Developing and maintaining a climate and culture of openness, fairness, mutual respect, kindness, support, and inquiry.
- Listening and interacting effectively with scholars, parents, colleagues, leadership, and community members, respecting diverse perspectives.
- Demonstrating respect for scholars, colleagues, administrators, and parents.
- Modeling and reinforcing good judgment, prudence, virtue, self-discipline, and responsibility.
- Developing and implementing a strategic planning system including course, unit, and lesson plans.
- Providing scholars and parents with timely data for improvement in scholar achievement.
- Promoting independent and collaborative work ethic.
- Establishing and maintaining a safe and secure classroom environment.
- Managing scholar misconduct promptly and resolving conflict and crises effectively.
- Working effectively with academy colleagues, parents, and the community to support scholars' learning and well-being.
- Performing other related duties as required.

Minimum Qualifications

- Hold an active professional certificate or temporary certificate issued pursuant to s. 1012.56 and rules of the State Board of Education, in the subject assigned to teach, or will teach out of subject for a minimum of one year.



- Has not received two consecutive annual performance evaluation ratings of unsatisfactory, two annual performance evaluation ratings of unsatisfactory within a 3-year period, or three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory under s.1012.34
- Approved for hire by the Bradenton Classical Academy Governing Board, under s. 1012.355
- Hold a Bachelor's degree or other specialized formal training in Music Education.

Additional Qualifications

- Ability to demonstrate, uphold, and promote in daily interactions a commitment to BCA's mission and vision, and the moral character and civic virtue BCA embodies.
- **BACKGROUND CHECK:** Background screening requirements pursuant to Florida law for personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet level 2 screening requirements as described in s.1012.32. All individuals must be prepared to be fingerprinted.

MANAGING STUDENT BEHAVIOR

- 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 on the academy grounds.

PROFESSIONAL COMMUNICATIONS

- Communicates and cooperates with other professional staff in academic and personal growth areas.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.
- Shares the responsibility for the care of academy inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.

UPHOLDS PROFESSIONAL STANDARDS OF CONDUCT

- Complies with Code of Ethics and upholds and enforces rules, administrative directives and regulations, academy policies, and local, state, and federal regulations.
- Articulates and facilitates the implementation of the mission and values of BCA.
- 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 BCA 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 academy policies on immunization, medication, first aid, emergencies, and child abuse/neglect.
- Ability to maintain positive relationships with scholars, parents, community members and staff.

WORKING ENVIRONMENT

- The employee works with various staff members in a team environment including the administrative staff, parents, scholars, 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 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.
- When dealing with scholars may entail kneeling, squatting, stooping and bending on an occasional to frequent basis on a given day.

EMOTIONAL DEMANDS

- Maintain high emotional energy and display enthusiasm.
- Address stressful events created by hostile, confrontational scholars 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 scholar care performance.
- Enhance one's professional 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.

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Physical Education Teacher Job Description

This is a salaried, exempt position with a 10-month work schedule and hours set according to assigned school duties. Salary will be set annually on a performance-based schedule.

Teachers will report to a Dean

Major Function

Assists the classroom teacher(s) in providing a well-organized, smoothly functioning physical education environment. Serves as a resource by supporting the classroom teacher's efforts to organize and coordinate the physical education program for scholars and performs additional support duties as delegated by the Director of Curriculum or his/her designee. Works in close proximity to the teacher and has frequent contact with the teacher.

Teachers' essential duties and responsibilities are as follows:

- Compliance to the Hillsdale Scope and Sequence for assigned grade and curriculum
- Compliance with Hillsdale guidance for classroom and scholar management
- Creates physical education curriculum.
- Coordinates scholars in physical education activities in educational institution: Plans physical education program to promote development of scholar's physical attributes and social skills.
- Coordinates individual and team sports for scholars, utilizing knowledge of sports techniques and of physical capabilities of scholars.
- Organizes, leads, instructs, and referees indoor and outdoor games, such as volleyball, baseball, and basketball.
- Coordinates individuals or groups in beginning or advanced calisthenics, gymnastics, or corrective exercises, determining type and level of difficulty of exercises, corrections needed, and prescribed movements, applying knowledge of sports, physiology, and corrective techniques.
- Coordinates and demonstrates use of gymnastic and training apparatus, such as trampolines and weights.
- May select, store, order, issue, and inventory equipment, materials, and supplies used in physical education program.
- May specialize in coordinating specific sport, such as tennis, swimming, or basketball.



- Assists in the evaluation of the wellness policy implementation.
- Assists with supervision of scholars in playground.
- Uses positive, effective interpersonal communication skills.
- Maintains confidentiality concerning education, health, and personal information about scholars.
- Follows school policies and procedures for protecting health, safety and well-being of children and youth.
- Demonstrates dependability, integrity, and respect for individual differences.

Minimum Qualifications

Qualifications:

- Hold an active professional certificate or temporary certificate issued pursuant to s. 1012.56 and rules of the State Board of Education, in the subject assigned to teach, or will teach out of subject for a minimum of one year.
- Has not received two consecutive annual performance evaluation ratings of unsatisfactory, two annual performance evaluation ratings of unsatisfactory within a 3-year period, or three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory under s.1012.34
- Approved for hire by the Bradenton Classical Academy Governing Board, under s. 1012.355
- Hold a Bachelor's degree or other specialized Physical Education.

Additional Qualifications

Ability to demonstrate, uphold, and promote in daily interactions a commitment to BCA's mission and vision, and the moral character and civic virtue BCA embodies.

BACKGROUND CHECK: Background screening requirements pursuant to Florida law for personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet level 2 screening requirements as described in s.1012.32. All individuals must be prepared to be fingerprinted.

MANAGING STUDENT BEHAVIOR

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 on the academy grounds.



PROFESSIONAL COMMUNICATIONS

Communicates and cooperates with other professional staff in academic and personal growth areas.
Attends and/or conducts staff meetings and participates on committees within area of responsibility.
Shares the responsibility for the care of academy inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.

UPHOLDS PROFESSIONAL STANDARDS OF CONDUCT

Complies with Code of Ethics and upholds and enforces rules, administrative directives and regulations, academy policies, and local, state, and federal regulations.
Articulates and facilitates the implementation of the mission and values of BCA.
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 BCA 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 academy policies on immunization, medication, first aid, emergencies, and child abuse/neglect.
Ability to maintain positive relationships with scholars, parents, community members and staff.

WORKING ENVIRONMENT

The employee works with various staff members in a team environment including the administrative staff, parents, scholars, 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 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.

When dealing with scholars may entail kneeling, squatting, stooping and bending on an occasional to frequent basis on a given day.

EMOTIONAL DEMANDS

Maintain high emotional energy and display enthusiasm.

Address stressful events created by hostile, confrontational scholars 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 scholar care performance.

Enhance one's professional 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 Bradenton Classical Academy will be housed in the Business Office and are updated periodically. Copies are available on request.

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transfer, compensation, benefits, discipline, retention, and promotion. The board commits itself to the policy that there shall be no unlawful discrimination against any person because of race, color, religion, age, sex, national origin or disability. All decisions regarding employment shall be in compliance with applicable state and federal laws.



WORLD LANGUAGE TEACHER JOB DESCRIPTION

This is a salaried, exempt position with a 10-month work schedule and hours based on assigned academy duties. Salary will be set annually on a performance-based schedule.

Teachers will report to a Dean.

SUMMARY: Teaches by creating a flexible program and an environment favorable to learning and personal scholar growth; by encouraging scholars to develop skills, attitudes and knowledge needed to obtain a good foundation for continuous growth and development; by providing scholars with experiences which integrate the affective, cognitive and psychomotor dimensions of learning; by establishing effective rapport with scholars and their parents; by assisting scholars in developing positive feelings toward themselves and others.

ESSENTIAL FUNCTIONS:

EDUCATING STUDENTS

- Compliance to the Hillsdale Scope and Sequence for assigned grade and curriculum
- Compliance with Hillsdale guidance for classroom and scholar management
- Cooperates in the development and implementation of the academy program of instruction.
- Plans and implements a program of study that, as much as possible, meets the individual needs, interests and abilities of scholars and complies with FLDDE standards and Bradenton 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 scholars.
- 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 scholar instruction.
- Meets and instructs assigned classes in the locations and at the times designated.
- Shows commitment to the academy's mission, academic program and scholar academic outcomes as outlined in the approved charter.

Qualifications:

- Hold an active professional certificate or temporary certificate issued pursuant to s. 1012.56 and rules of the State Board of Education, in the subject assigned to teach, or will teach out of subject for a minimum of one year.



- Has not received two consecutive annual performance evaluation ratings of unsatisfactory, two annual performance evaluation ratings of unsatisfactory within a 3-year period, or three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory under s.1012.34
- Approved for hire by the Bradenton Classical Academy Governing Board, under s. 1012.355
- Hold a Bachelor's degree or other specialized formal training in the foreign language hired to teach.

Additional Qualifications

- Ability to demonstrate, uphold, and promote in daily interactions a commitment to BCA's mission and vision, and the moral character and civic virtue BCA embodies.
- **BACKGROUND CHECK:** Background screening requirements pursuant to Florida law for personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet level 2 screening requirements as described in s.1012.32. All individuals must be prepared to be fingerprinted.

MANAGING STUDENT BEHAVIOR

- 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 on the academy grounds.

PROFESSIONAL COMMUNICATIONS

- Communicates and cooperates with other professional staff in academic and personal growth areas.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.
- Shares the responsibility for the care of academy inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.

UPHOLDS PROFESSIONAL STANDARDS OF CONDUCT

- Complies with Code of Ethics and upholds and enforces rules, administrative directives and regulations, academy policies, and local, state, and federal regulations.
- Articulates and facilitates the implementation of the mission and values of BCA.
- 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 BCA 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 academy policies on immunization, medication, first aid, emergencies, and child abuse/neglect.
- Ability to maintain positive relationships with scholars, parents, community members and staff.

WORKING ENVIRONMENT

- The employee works with various staff members in a team environment including the administrative staff, parents, scholars, 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 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.
- When dealing with scholars may entail kneeling, squatting, stooping and bending on an occasional to frequent basis on a given day.

EMOTIONAL DEMANDS

- Maintain high emotional energy and display enthusiasm.
- Address stressful events created by hostile, confrontational scholars 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 scholar care performance.
- Enhance one's professional 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 Bradenton Classical Academy will be housed in the Business Office and are updated periodically. Copies are available on request.

The organization is an equal opportunity employer. The organization is committed to providing equal opportunity for all individuals in all areas of recruitment, selection, placement, training, assignment, transfer, compensation, benefits, discipline, retention, and promotion. The board commits itself to the policy that there shall be no unlawful discrimination against any person



BRADENTON CLASSICAL ACADEMY
NON-DISCRIMINATION POLICY

because of race, color, religion, age, sex, national origin or disability. All decisions regarding employment shall be in compliance with applicable state and federal laws.

Exceptional Student Education Job Description

This is a salaried, exempt position with a 10-month work schedule and hours set according to assigned school duties. Salary will be set annually on a performance-based schedule.

ESE Teachers will report to the Dean.

Major Function

The ESE Teacher is a classroom teacher in providing a well-organized, smoothly functioning environment to support students with special needs. The position may include the development of Individualized Education Plans (IEPs), and working closely with parents/guardians and Academy teachers and leadership.

Teachers' essential duties and responsibilities are as follows:

- 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 scholars and complies with FLDOE standards and Bradenton 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 scholars.
- 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 scholar instruction.
- Meets and instructs assigned classes in the locations and at the times designated.
- Shows commitment to the academy's mission, academic program and scholar academic outcomes as outlined in the approved charter.
- Serve as the designee academy representative for ESE meetings where special education eligibility, placement, dismissal, and program changes occur
- Ensure school compliance with ESE laws and rules

- Remain current knowledge of all related federal and /or FLDOE rules and regulations
- Maintain all ESE scholar records in confidential files
- Assist in developing all, IEP, IFSP, EP, or SP documents required for eligible and identified ESE students.

Qualifications:

- Hold an active professional certificate or temporary certificate issued pursuant to s. 1012.56 and rules of the State Board of Education, in the subject assigned to teach, or will teach out of subject for a minimum of one year.
- Has not received two consecutive annual performance evaluation ratings of unsatisfactory, two annual performance evaluation ratings of unsatisfactory within a 3-year period, or three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory under s.1012.34
- Approved for hire by the Bradenton Classical Academy Governing Board, under s. 1012.355
- Hold a Bachelor's degree or other specialized training to teach Exceptional Student Education.

Additional Qualifications

- Ability to demonstrate, uphold, and promote in daily interactions a commitment to BCA's mission and vision, and the moral character and civic virtue BCA embodies.
- **BACKGROUND CHECK:** Background screening requirements pursuant to Florida law for personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet level 2 screening requirements as described in s.1012.32. All individuals must be prepared to be fingerprinted.

MANAGING STUDENT BEHAVIOR

- 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 on the academy grounds.

PROFESSIONAL COMMUNICATIONS

- Communicates and cooperates with other professional staff in academic and personal growth areas.

- Attends and/or conducts staff meetings and participates on committees within area of responsibility.
- Shares the responsibility for the care of academy inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.

UPHOLDS PROFESSIONAL STANDARDS OF CONDUCT

- Complies with Code of Ethics and upholds and enforces rules, administrative directives and regulations, academy policies, and local, state, and federal regulations.
- Articulates and facilitates the implementation of the mission and values of BCA.
- 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 BCA 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 academy policies on immunization, medication, first aid, emergencies, and child abuse/neglect.
- Ability to maintain positive relationships with scholars, parents, community members and staff.

WORKING ENVIRONMENT

- The employee works with various staff members in a team environment including the administrative staff, parents, scholars, 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 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.
- When dealing with scholars may entail kneeling, squatting, stooping and bending on an occasional to frequent basis on a given day.

EMOTIONAL DEMANDS

- Maintain high emotional energy and display enthusiasm.
- Address stressful events created by hostile, confrontational scholars 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 scholar care performance.
- Enhance one's professional 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

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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 Bradenton Classical Academy will be housed in the Business Office and are updated periodically. Copies are available on request.

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Gifted Teacher Job Description

This is a salaried, exempt position with a 10-month work schedule and hours set according to assigned school duties. Salary will be set annually on a performance-based schedule.

Gifted Teachers will report to the Dean.

Major Function

The Gifted Teacher is a classroom teacher in providing a well-organized, smoothly functioning environment to Gifted students. The position will ensure organized

Teachers' essential duties and responsibilities are as follows:

- Provides advanced education opportunities using compliance to the Hillsdale Scope and Sequence for assigned grade and curriculum
- Compliance with Hillsdale guidance for classroom and scholar management
- Cooperates in the development and implementation of the academy program of instruction.
- Plans and implements a program of study that, as much as possible, meets the Gifted scholar's individual needs, interests and abilities and complies with FLDOE standards and Bradenton 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 scholars.
- 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 scholar instruction.
- Meets and instructs assigned classes in the locations and at the times designated.
- Shows commitment to the academy's mission, academic program and scholar academic outcomes as outlined in the approved charter.

Preferred Qualifications:

2+ years of teaching experience and ESOL Endorsed

Minimum Qualifications

- Certified in Exceptional Student Education (ESE) by the State of Florida
- Special Education: 1 year
- Special Education Certification

Additional Qualifications

- Ability to demonstrate, uphold, and promote in daily interactions a commitment to BCA's mission and vision, and the moral character and civic virtue BCA embodies.
- **BACKGROUND CHECK:** Background screening requirements pursuant to Florida law for personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet level 2 screening requirements as described in s.1012.32. All individuals must be prepared to be fingerprinted.

MANAGING STUDENT BEHAVIOR

- 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 on the academy grounds.

PROFESSIONAL COMMUNICATIONS

- Communicates and cooperates with other professional staff in academic and personal growth areas.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.
- Shares the responsibility for the care of academy inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.

UPHOLDS PROFESSIONAL STANDARDS OF CONDUCT

- Complies with Code of Ethics and upholds and enforces rules, administrative directives and regulations, academy policies, and local, state, and federal regulations.
- Articulates and facilitates the implementation of the mission and values of BCA.
- 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 BCA 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 academy policies on immunization, medication, first aid, emergencies, and child abuse/neglect.
- Ability to maintain positive relationships with scholars, parents, community members and staff.

WORKING ENVIRONMENT

- The employee works with various staff members in a team environment including the administrative staff, parents, scholars, 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 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.
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- Employee must be able to move quickly from place to place on occasion over smooth to uneven surfaces on the playground or on grass.

- When dealing with scholars may entail kneeling, squatting, stooping and bending on an occasional to frequent basis on a given day.

EMOTIONAL DEMANDS

- Maintain high emotional energy and display enthusiasm.
- Address stressful events created by hostile, confrontational scholars 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 scholar care performance.
- Enhance one's professional 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.
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ATTACHMENT R

The Human Resource Personnel Plan will be developed upon the final approval from Manatee County School District. The final approved application will be the foundation of the expectations to be placed on all human resource positions.

ATTACHMENT S

Enrollment Application

A link to a digital application will be made available to prospective applicants via the academy's website and other digital media sources maintained by BCA. Following is the information that will be requested from applicants. Once an applicant is accepted, then the parent or guardian will be able to fill out the enrollment packet, which collects more detailed information that is required by law and the Manatee County School District.

For which school year are you applying? _____

Student Information

Full name _____ Date of birth _____

For which grade are you applying? _____ Current grade level (if applicable) _____

Student ID # (if applicable) _____

Previous School Information

Name of current/last school attended (if applicable) _____

School address _____

School phone number _____

Primary Contact Information

Primary contact: _____

Relationship: _____

Cell phone: _____

Work phone: _____

Home phone: _____

Physical address: _____

Mailing address (if different): _____

How did you hear about Bradenton Classical Academy? _____

Enrollment Preferences

Is sibling of the applicant currently attending the school? (Circle answer) YES or NO

Sibling name and grade level:

Will the sibling of applicant be also applying to the school? (Circle answer)
YES or NO

Sibling name and grade level:

Is applicant related to a board member or school employee? (Circle answer)
YES or NO

Name and relationship:

Position of contact in school (if known):

Is the applicant's family related to an active-duty member of any branch of the the U.S. Armed Forces?
YES or NO

Name and relationship:

Is the applicant attending or are assigned to a failing schools, as defined in s.1002.38
YES or NO

Name of School:

Is the applicant the child of a safe-school officer, as defined in s.1006.12, at the academy
YES or NO

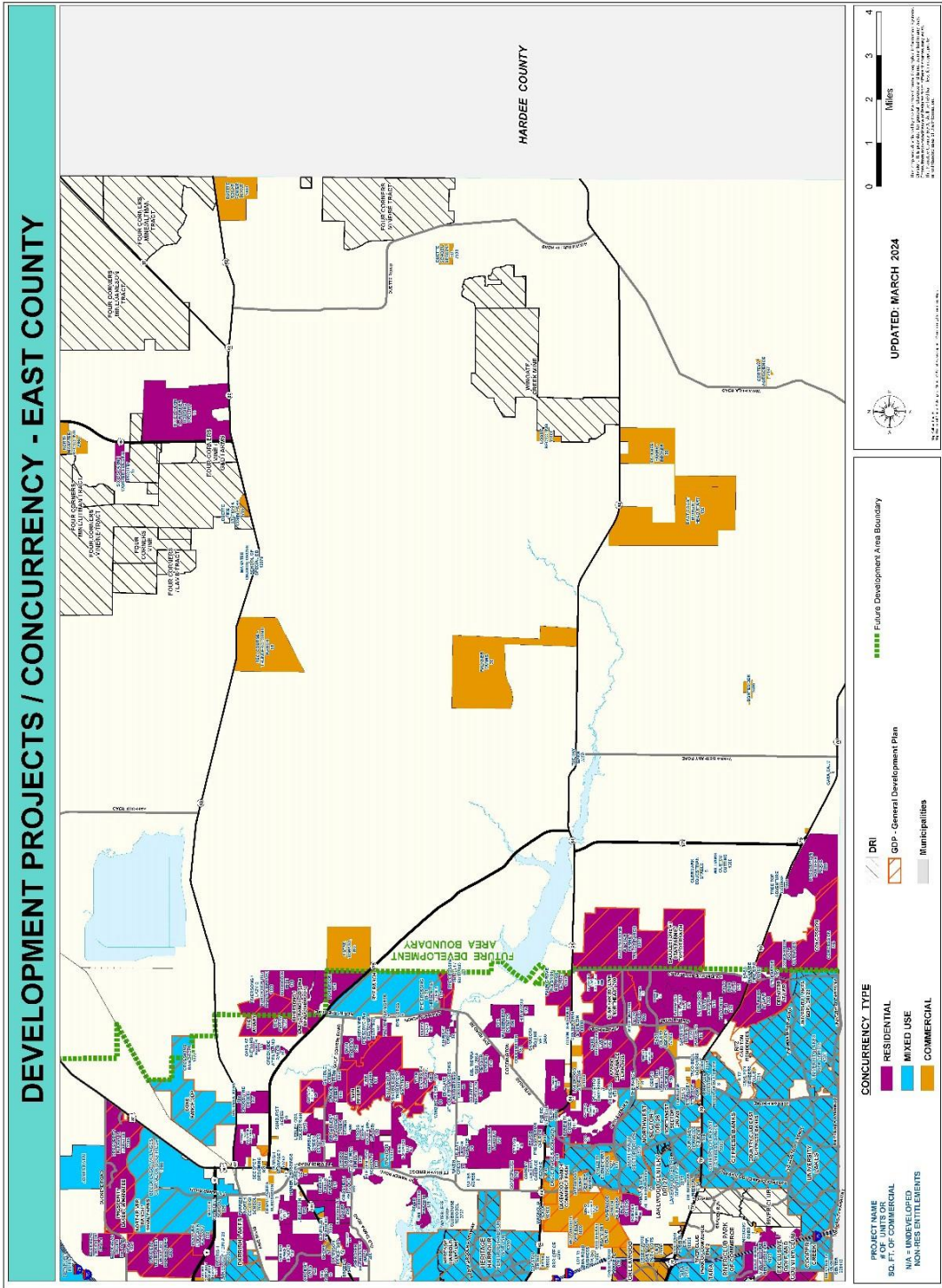
Name and relationship:

Is the applicant transferring from a classical school in the state.
YES or NO

Name of School:

ATTACHMENT T

Evidence of Demand for School
Manatee County Concurrency – March 2024



Manatee County 2023-2024 Open Seats Chart

2023-2024 School Choice Controlled Open Enrollment

Available Seats by School Grade

Revised January 24, 2024

Available seats are based on class size allocation capacities.

Seats are limited and may be assigned between updates of this page.

Updates are scheduled for

September 1, 2023, October 10, 2023, January 24, 2024, March 13, 2024

| Elementary Schools | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------------|--------------|------------|------------|------------|------------|------------|
| Anna Maria (0031) | 1-5 Seats | - | 6-10 Seats | - | 1-5 Seats | 6-10 Seats |
| Ballard (0051) | - | - | 1-5 Seats | - | - | 1-5 Seats |
| Bayshore (0061) | - | - | - | - | 1-5 Seats | - |
| Manatee (0151) | 1-5 Seats | - | 6-10 Seats | - | - | 6-10 Seats |
| Miller (0221) | 6-10 Seats | - | 6-10 Seats | - | 6-10 Seats | 1-5 Seats |
| Myakka (0231) | 6-10 Seats | - | 6-10 Seats | - | 1-5 Seats | - |
| Oneco (0261) | - | - | 1-5 Seats | 1-5 Seats | 6-10 Seats | 6-10 Seats |
| Rogers Garden (0271) | 1-5 Seats | 6-10 Seats | 1-5 Seats | 1-5 Seats | 6-10 Seats | 6-10 Seats |
| Palma Sola (0291) | 6-10 Seats | 1-5 Seats | 1-5 Seats | 6-10 Seats | 1-5 Seats | 6-10 Seats |
| Palmetto (0301) | 1-5 Seats | 6-10 Seats | - | - | 1-5 Seats | - |
| Prine (0381) | 1-5 Seats | 1-5 Seats | - | 6-10 Seats | - | 6-10 Seats |
| Daughtrey (0411) | 6-10 Seats | 1-5 Seats | - | 6-10 Seats | - | - |
| Samoset (0421) | 6-10 Seats | - | 1-5 Seats | - | 6-10 Seats | - |
| Tillman (0521) | - | - | - | - | - | - |
| Blackburn (0541) | - | - | 6-10 Seats | - | - | 1-5 Seats |
| Moody (0601) | 1-5 Seats | - | 1-5 Seats | - | - | - |
| Abel (0621) | - | - | 6-10 Seats | - | 1-5 Seats | 1-5 Seats |
| Stewart (0631) | - | 6-10 Seats | - | - | - | 6-10 Seats |
| Bashaw (0641) | 1-5 Seats | 1-5 Seats | - | - | - | - |
| Braden River (0651) | 1-5 Seats | 6-10 Seats | 6-10 Seats | 6-10 Seats | - | - |
| Sea Breeze (0671) | - | 1-5 Seats | 6-10 Seats | 1-5 Seats | 6-10 Seats | 6-10 Seats |
| Tara (0681) | - | - | - | - | 6-10 Seats | 6-10 Seats |
| Witt (0701) | - | - | - | - | - | - |
| Kinnan (0741) | - | - | - | - | 6-10 Seats | - |
| McNeal (0771) | - | - | - | - | 6-10 Seats | - |
| Freedom (0781) | 6-10 Seats | 6-10 Seats | 6-10 Seats | 6-10 Seats | 6-10 Seats | 1-5 Seats |
| Mills (0791) | - | - | - | - | 1-5 Seats | 1-5 Seats |
| Willis (0801) | - | - | - | - | 6-10 Seats | 1-5 Seats |
| Williams (0811) | 1-5 Seats | - | - | - | - | - |
| Gullett (0821) | - | - | - | - | - | - |
| Harvey (0857) | - | - | - | - | - | - |

| K-8 Schools | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|----------------------|--------------|-----------|---------|---------|---------|------------|------------|------------|------------|
| Johnson K-8 (0681) | - | - | - | - | - | - | - | - | - |
| Palm View K-8 (0281) | - | 1-5 Seats | - | - | - | 6-10 Seats | 6-10 Seats | 6-10 Seats | 6-10 Seats |

| Middle Schools | Grade 6 | Grade 7 | Grade 8 |
|----------------------|------------|------------|-----------|
| Sugg (0581) | 6-10 Seats | 1-5 Seats | - |
| King (0611) | - | 6-10 Seats | - |
| Braden River (0652) | 6-10 Seats | - | - |
| Haile (0711) | 6-10 Seats | 1-5 Seats | - |
| Nolan (0752) | - | 1-5 Seats | - |
| Lee (0761) | 6-10 Seats | 6-10 Seats | 1-5 Seats |
| Buffalo Creek (0842) | - | - | - |
| Jain (0853) | - | - | - |
| Lincoln (0861) | 1-5 Seats | - | - |

| High Schools | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|--------------------------|------------|------------|------------|------------|
| Bayshore (0072) | 6-10 Seats | 6-10 Seats | 1-5 Seats | 6-10 Seats |
| Manatee (0181) | - | - | - | - |
| Palmetto (0351) | - | - | - | - |
| Southeast (0431) | 6-10 Seats | 6-10 Seats | 6-10 Seats | 6-10 Seats |
| Lakewood (0721) | - | - | - | - |
| Braden River (0762) | - | - | - | - |
| Parrish Community (0852) | - | - | - | - |

Bradenton Classical Academy has collected evidence of interest via its website, email, a Facebook page, at in-person public events and at in-person networking events. See a list of people who have requested to remain informed about the new charter school. If the respondents' information was collected via the website, the "Timestamp" column shows the date and time.

| Timestamp | Email Address | Your Name | Email | Phone number |
|--------------------|---------------------------|-------------------|---------------------------|--------------|
| 5/18/2022 18:12:56 | msteveandarlene2@msn | Arlene Merriman | msteveandarlene2@msn | 9417807587 |
| 5/28/2022 9:56:15 | carolinabilotti@gmail.com | Carolina bilotti | carolinabilotti@gmail.com | 9415243058 |
| 5/30/2022 9:51:31 | kroland0615@gmail.com | Karen Roland | kroland0615@gmail.com | 9412332008 |
| 5/30/2022 9:54:26 | cadetvail@gmail.com | Jacob Vail | cadetvail@gmail.com | 9412662667 |
| 5/31/2022 17:28:03 | scguffanti@gmail.com | Stephen Guffanti | scguffanti@gmail.com | 7606138617 |
| 5/31/2022 18:16:37 | nthemeraid@yahoo.co | Nancy green | nthemeraid@yahoo.co | 4435708512 |
| 5/31/2022 18:17:00 | jenniferwayman@proton | Jennifer Wayman | jenniferwayman@proton | 9412843393 |
| 5/31/2022 18:17:37 | shellyskennedy@yahoo.c | Shelly | shellyskennedy@yahoo.c | 9172827491 |
| 5/31/2022 18:19:31 | paulettebraga@gmail.co | Paulette Braga | paulettebraga@gmail.co | 9418070915 |
| 5/31/2022 18:21:05 | paulashigley@gmail.com | Paula Shigley | paulashigley@gmail.com | 9415863558 |
| 5/31/2022 21:18:16 | manateemomsforliberty@ | Deanna Brinkley | manateemomsforliberty@ | 941-448-9341 |
| 6/1/2022 14:22:58 | floridamama84@gmail.co | Katrina Sandowich | floridamama84@gmail.co | 9417308436 |
| 6/1/2022 19:05:51 | jessicaguadagnophotogr | jessica guadagno | jessicaguadagnophotogr | 6467522177 |
| 6/1/2022 21:17:42 | pinkylinskil@hotmail.com | Sue Linskil | pinkylinskil@hotmail.com | 206-765-8221 |
| 6/3/2022 12:31:09 | maryperozich@yahoo.co | Mary Perozich | maryperozich@yahoo.co | 4123030694 |
| 6/3/2022 18:32:50 | billnsherri2@verizon.net | Sherri Davidson | billnsherri2@verizon.net | 9412329042 |
| 6/4/2022 10:11:46 | meganmarie4914@gmai | Megan DeFraties | meganmarie4914@gmai | 941-545-4956 |
| 6/4/2022 10:28:11 | sheilamong2219@gmail. | Sheila Mong | sheilamong2219@gmail. | 941243756 |
| 6/4/2022 10:31:20 | Mitchmong@gmail.com | Mitchell Mong | Mitchmong@gmail.com | 9416509663 |
| 6/4/2022 12:38:17 | vailg211@gmail.com | Georgiann Vail | vailg211@gmail.com | 9415677135 |
| 6/4/2022 12:41:41 | wendysuecoffey@gmail.c | Wendy Coffey | wendysuecoffey@gmail.c | 9419140416 |
| 6/4/2022 13:09:21 | sandibeach7667@gmail. | Sandra | sandibeach7667@gmail. | 4239027760 |
| 6/4/2022 14:14:43 | azevedodiane@yahoo.co | Diane azevedo | azevedodiane@yahoo.co | 702-324-4850 |
| 6/4/2022 14:15:15 | defratiesd@gmail.com | Donald DeFraties | defratiesd@gmail.com | 9414487956 |
| 6/4/2022 14:18:41 | jeanettebickle@tampaba | Jeanette Bickle | jeanettebickle@tampaba | 9417299764 |
| 6/4/2022 14:58:26 | Bill.davidson@yourncm.c | Bill Davidson | Bill.davidson@yourncm.c | 941-809-3512 |
| 6/4/2022 15:07:09 | hdowdy23@gmail.com | Haley Dowdy | hdowdy23@gmail.com | 9419627219 |
| 6/4/2022 15:51:26 | martylane77@gmail.com | Marty Lane | martylane77@gmail.com | 941-932-6291 |
| 6/4/2022 16:08:13 | dana.english33@gmail.c | Dana English | dana.english33@gmail.c | 9413049617 |
| 6/4/2022 16:34:44 | imjojo20@gmail.com | jo | imjojo20@gmail.com | 9417044980 |
| 6/4/2022 17:45:37 | jvanech4@verizon.net | J. Vanech | jvanech4@verizon.net | 301-471-5555 |

| Timestamp | Email Address | Your Name | Email | Phone number |
|-------------------|-------------------------|---------------------|-------------------------|--------------|
| 6/4/2022 18:03:33 | | Kristen Goulet | | 603.715.4106 |
| 6/4/2022 18:40:57 | jaelyncarr84@gmail.com | Jaclyn Carrington | jaelyncarr84@gmail.com | 8455369220 |
| 6/5/2022 13:40:47 | haymas07@gmail.com | Jeri Mullen | haymas07@gmail.com | 941-448-1028 |
| 6/5/2022 13:41:01 | hdefraties@gmail.com | Hayley De Fraties | hdefraties@gmail.com | 9417375448 |
| 6/5/2022 14:11:32 | tonymullen.mm@gmail.c | Anthony Mullen | tonymullen.mm@gmail.c | 941-322-8234 |
| 6/5/2022 17:32:10 | Carolekey@gmail.com | Carole Kay Monaco | Carolekey@gmail.com | 9417379171 |
| 6/5/2022 21:30:08 | walterhunt1943@gmail.c | walter Hunt | walterhunt1943@gmail.c | 19418076431 |
| 6/7/2022 10:06:58 | michelle@manateecount | Michelle Merenda | michelle@manateecount | 6469424964 |
| 6/7/2022 13:40:29 | alexandra.schauble@gm | Alexandra wilcoxson | alexandra.schauble@gm | 6319889869 |
| 6/7/2022 14:15:57 | cambom25@gmail.com | Candice Carr | cambom25@gmail.com | 941-773-1536 |
| 6/7/2022 15:03:12 | gooneybd@yahoo.com | Lynn | gooneybd@yahoo.com | 8628022557 |
| 6/7/2022 15:28:17 | burtmar@gmail.com | Marcia Burt | burtmar@gmail.com | 334 4441252 |
| 6/7/2022 15:38:49 | lynnndseyw@gmail.com | Lynnndsey | lynnndseyw@gmail.com | 9414472255 |
| 6/7/2022 16:13:29 | jared_mong@yahoo.com | Jared | jared_mong@yahoo.com | 9415189973 |
| 6/7/2022 17:48:56 | annie2084@yahoo.com | Andrea Powell | annie2084@yahoo.com | 518-859-0802 |
| 6/7/2022 18:34:37 | mstern10876@gmail.com | Melanie | mstern10876@gmail.com | na |
| 6/7/2022 18:53:25 | ravynr69_@hotmail.com | Marie Zeine | ravynr69_@hotmail.com | 9415453163 |
| 6/7/2022 19:02:14 | Drakesqueenie@gmail.C | Kelly Parsons | Drakesqueenie@gmail.C | 9417787377 |
| 6/7/2022 19:49:41 | rupe1503@gmail.com | Kerrie | rupe1503@gmail.com | 9417044562 |
| 6/7/2022 20:05:29 | jessicafrancis22@yahoo | Jess | jessicafrancis22@yahoo | 6031111111 |
| 6/7/2022 20:10:27 | jessicarhine11@gmail.co | Jessica Rhine | jessicarhine11@gmail.co | 3013127999 |
| 6/7/2022 20:45:18 | sunshinesmilesphoto@g | Brandi | sunshinesmilesphoto@g | 8132856545 |
| 6/7/2022 21:38:19 | flisola@msn.com | Laura isola | flisola@msn.com | 7274240740 |
| 6/7/2022 22:53:46 | jandaltan1@aol.com | Janet Dalton | jandaltan1@aol.com | 941 266-6826 |
| 6/8/2022 2:24:25 | megarilynn33159@gmail | Megan | megarilynn33159@gmail | 7246912328 |
| 6/8/2022 7:42:13 | loriab125@gmail.com | Lori Price | loriab125@gmail.com | 813-526-0271 |
| 6/8/2022 13:00:26 | lkish01@yahoo.com | Leah Drabant | lkish01@yahoo.com | 9412245847 |
| 6/8/2022 17:31:03 | davisfamily34207@gmail | Mary | davisfamily34207@gmail | 9417534165 |
| 6/8/2022 18:30:09 | msbeachlvr@gmail.com | Michelle Shilling | msbeachlvr@gmail.com | 941-713-1850 |
| 6/8/2022 18:43:05 | serendipity0030@gmail.c | Ashley Warren | serendipity0030@gmail.c | 9417160796 |

| Timestamp | Email Address | Your Name | Email | Phone number |
|--------------------|-------------------------|-------------------|-------------------------|--------------|
| 6/8/2022 20:16:30 | michellehange@gmail.co | Michelle Hange | michellehange@gmail.co | 9417135259 |
| 6/12/2022 9:41:51 | monicastroeder31@gm | Monica Schroeder | monicastroeder31@gm | 9492856563 |
| 6/12/2022 21:25:57 | arlittlee@yahoo.com | Amanda McCusker | arlittlee@yahoo.com | 941-779-3435 |
| 6/12/2022 21:28:16 | loganrichelieu02@yahoo | Logan Richelieu | loganrichelieu02@yahoo | 9417053610 |
| 6/12/2022 21:29:41 | tedamccusker@gmail.co | Edward McCusker | tedamccusker@gmail.co | 941-779-3514 |
| 6/14/2022 21:00:41 | hall_elisa@yahoo.com | Elisa hall | hall_elisa@yahoo.com | 5187013229 |
| 6/15/2022 15:49:48 | rachelmweber@hotmail.c | Rachel | rachelmweber@hotmail.c | 2067138989 |
| 6/16/2022 19:46:12 | dmt0731@gmail.com | Donna Morejon | dmt0731@gmail.com | 8455453961 |
| 6/16/2022 19:46:20 | intrepid46@gmail.com | Fidel MOREJON | intrepid46@gmail.com | 9175845704 |
| 6/18/2022 20:53:47 | tesscantrall@yahoo.com | Tess mong | tesscantrall@yahoo.com | 9417738350 |
| 6/19/2022 7:57:11 | alward4900@gmail.com | Amanda Ward | alward4900@gmail.com | 7062474494 |
| 6/19/2022 10:40:48 | Glengibellina@gmail.com | Glen Gibellina | Glengibellina@gmail.com | 941-549-1445 |
| 6/23/2022 11:02:27 | eapeace1@gmail.com | Elizabeth Peace | eapeace1@gmail.com | 941-725-0521 |
| 6/24/2022 9:45:08 | kmkraay@hotmail.com | Katelyn | kmkraay@hotmail.com | 9414686502 |
| 6/24/2022 9:59:44 | mothersmedicinecabinets | JEssi | mothersmedicinecabinets | 941-217-1100 |
| 6/30/2022 10:58:08 | | Andrea Cochran | | 9418965621 |
| 7/1/2022 22:48:03 | lhurvitz@aol.com | Lawrence Hurvitz | lhurvitz@aol.com | 19413560659 |
| 7/4/2022 12:02:18 | l.newman2022@hotmail | Lynn Newman | l.newman2022@hotmail | 9417047705 |
| 7/5/2022 20:50:48 | ashleyfrenchrealtor@gm | Ashley French | ashleyfrenchrealtor@gm | 9417737400 |
| 7/5/2022 23:35:29 | tditchfield@yahoo.com | Taylor Ditchfield | tditchfield@yahoo.com | 941-400-2043 |
| 7/15/2022 12:52:04 | serendipity0030@gmail.c | Ashley Warren | serendipity0030@gmail.c | 19417160796 |
| 7/15/2022 18:43:57 | michellecnatale@yahoo | Michelle Natale | michellecnatale@yahoo | 14109353898 |
| 7/20/2022 13:19:01 | milobean@icloud.com | Terese Bollman | milobean@icloud.com | 6502284573 |
| 7/31/2022 9:50:56 | lilrico55@yahoo.com | Maria | | 9417739727 |
| 8/1/2022 17:46:09 | kjschappacher@gmail.co | Kevin Schappacher | | 19417990140 |
| 8/9/2022 21:40:22 | bystrickybret@gmail.com | Bret Bystricky | | 9417375792 |
| 8/10/2022 14:59:50 | mjharris@my.com | Julie Harris | | 9417446529 |
| 8/10/2022 15:06:42 | jenevievebystrom@gmai | Jenevieve Bystrom | | 9415246620 |
| 8/11/2022 8:17:49 | colleentreworgdyt@gm | Colleen Treworgy | | 9414487488 |
| 8/12/2022 3:50:36 | sarah.vrbanovic@gmail.c | Sarah Vrbanovic | | 3107397622 |

| Timestamp | Email Address | Your Name | Email | Phone number |
|---------------------|--------------------------|---------------------|--|----------------|
| 8/13/2022 12:47:07 | fletchdesign@hotmail.co | Jon Fletcher | | 9047047708 |
| 8/21/2022 22:00:53 | dfluers@hotmail.com | Daniel F Luers | | 8087224984 |
| 8/27/2022 12:11:47 | rebecca.sirek@gmail.com | Rebecca Sirek | | 9045539331 |
| 8/27/2022 15:24:31 | susanlynnalley1@gmail.c | Susan alley | | 941-737-3730 |
| 9/12/2022 16:53:51 | marybchupa@gmail.com | Mary Hartley | | 9419626947 |
| 9/13/2022 13:36:36 | thirdtimcollins@gmail.co | Tim Collins | | 8609777854 |
| 9/26/2022 8:40:58 | snschwanson712@gmail.co | Stephanie Swanson | | 5088731407 |
| 10/7/2022 5:49:17 | thurmond34209@gmail.c | joel thurmond | | 9417795236 |
| 10/19/2022 15:54:03 | bobbyfrench7@gmail.co | Robert French | | 9417737400 |
| 10/24/2022 13:51:05 | kcaldwell85@gmail.com | Kevin | | 9417737895 |
| 10/25/2022 16:24:13 | seagrape23@yahoo.com | Mary Olson | | 9415441854 |
| 10/26/2022 9:40:56 | Lindsay@adesignstory.co | Lindsay Milner | | 9418097110 |
| 10/27/2022 10:50:10 | deane.baron2@gmail.co | Deane Baron | | 2147098130 |
| 11/9/2022 23:05:10 | jessicalynncavez@gma | Jessica chavez | | 3234281546 |
| 11/12/2022 7:29:50 | debe2855@gmail.com | Deborah Bailey | | 8607960953 |
| 11/16/2022 8:37:43 | katebostic@gmail.com | Kate Bostic | | 5408340204 |
| 11/17/2022 16:23:49 | cmfillingim@outlook.com | Caelin Fillingim | | 3608600764 |
| Gmail addition | jdinyovszky@gmail.com | Jennifer DePasquale | jdinyovszky@gmail.com | |
| Gmail addition | ashleyfrenchrealtor@gm | Ashley French | ashleyfrenchrealtor@gmail.com | |
| Gmail addition | mailone@mcbaillee.com | Alyscia | mailone@mcbaillee.com | 518-232-3924 |
| Gmail addition | mrs.litwiler@yahoo.com | Kimberly Litwiler | mrs.litwiler@yahoo.com | |
| Networking addition | Brittany@RohringResults | Brittany Rohr | www.RohringResults.com | (305)330-6054 |
| Networking addition | TracyLeClair@kw.com | Tracy LeClair | TracyLeClair@KW.com | (941)209-0549 |
| Networking addition | grivaslaw@gmail.com | Paul Grivas | grivaslaw@gmail.com | (941)251-6030 |
| Networking addition | WESfacilities@outlook.co | Bill Schuman | WESfacilities@outlook.co | (410) 562-7802 |
| Networking addition | Ronald.burback@hancoc | Ronald Burback | Ronald.burback@hancoc | (941) 746-1000 |
| Networking addition | Dennis.Cooley@Bridgely | Dennis Cooley | Dennis.Cooley@Bridgely | (941) 737-6450 |
| Networking addition | maureenguffanti@outloo | Maureen Guffanti | maureenguffanti@outlook.com | |
| Networking addition | jeanhenderson@verizon | Jean Henderson | jeanhenderson@verizon | (941) 518-7994 |
| Networking addition | hooverrealty@gmail.com | Garin Hoover | hooverrealty@gmail.com | (941) 312-1463 |

| Timestamp | Email Address | Your Name | Email | Phone number |
|---------------------|-----------------------------|-----------------------|-----------------------------|--------------------|
| Networking addition | cfaliberty@gmail.com | Christopher LaLiberty | cfaliberty@gmail.com | (815) 505-8086 |
| Networking addition | lwrhoneybee@gmail.com | Melissa McDermott | lwrhoneybee@gmail.com | |
| Networking addition | daniellebmong@gmail.co | Danielle Mong | daniellebmong@gmail.co | (941) 737-9326 |
| Networking addition | smm1979@Att.net | Sabrina Moore | smm1979@Att.net | |
| Networking addition | David.Parrish@unitedele | David Parrish | David.Parrish@unitedele | (941) 725-4010 |
| Networking addition | reneesaboya@gmail.com | Renee Saboya | reneesaboya@gmail.com | |
| Networking addition | Vernonsm13@gmail.com | Steve Vernon | Vernonsm13@gmail.com | |
| Networking addition | james.willett@hotmail.co | James Willett | james.willett@hotmail.co | (443) 745-5525 |
| Networking addition | ccarman69@aol.com | Christopher Carman | ccarman69@aol.com | (941) 780-3808 |
| Networking addition | kevinwrightenterprises@ | Kevin Wright | kevinwrightenterprises@ | (502) 649-0089 |
| Networking addition | cochranad@gmail.com | Jason Bearden | Jason@voteBearden.com | |
| Networking addition | choatew2@manateeschc | Chad Choate | choatew2@manateeschc | |
| Networking addition | MCAT4618@gmail.com | Carey Girardi | MCAT4618@gmail.com | (941)840-2761 |
| Networking addition | jessica@igpictures.com | jessica guadagno | jessica@igpictures.com | (646)752-2177 |
| Networking addition | jeremysjackman@gmail.c | Jeremy Jackson | jeremysjackman@gmail.com | |
| Networking addition | Cfcicarenan@aol.com | Nannette Johnson | Cfcicarenan@aol.com | |
| Networking addition | yulia.kuzenko@ml.com | Yulia Kuzenko | yulia.kuzenko@ml.com | (941)447-5523 |
| Networking addition | spray227@gmail.com | Cindy Spray | spray227@gmail.com | |
| Networking addition | lisa.lawler@firstcitizens.c | Lisa Lawler | lisa.lawler@firstcitizens.c | (941)250-3128 |
| Networking addition | Molly@serbinprinting.co | Molly Lawley | Molly@serbinprinting.com | |
| Networking addition | Natalya@YourFamily.Leg | Natalya Evans | Natalya@YourFamily.Leg | (941)275-2785 |
| Networking addition | jennanelson@lwrba.org | Jenna Nelson | jennanelson@lwrba.org | |
| Networking addition | tperren@yourobserver.co | Toni Perrin | tperren@yourobserver.co | (941)932-1012 |
| Networking addition | Alice@AliceRothbauer.co | Alice Rothbauer | Alice@AliceRothbauer.com | |
| Networking addition | kelley@webink.solutions | Kelley Rowe | kelley@webink.solutions | |
| Networking addition | kefinder@gmail.com | Karen Finder | kefinder@gmail.com | |
| Networking addition | travislacher@gmail.com | Travis Wathen | travislacher@gmail.com | ake off newsletter |
| Networking addition | jennanelson@lwrba.org | Jenna Nelson | jennanelson@lwrba.org | (941)757-1664 |
| Networking addition | Mariburleson@gmail.com | Mari Burleson | Mariburleson@gmail.com | |
| Board Member | CarolynMcClenny@gmai | Carolyn McClenny | CarolynMcClenny@gmail.com | |

| Timestamp | Email Address | Your Name | Email | Phone number |
|---------------------|--------------------------|---------------------|--|---------------|
| Networking addition | Lori@IDTheftConsultants | Lori Abramson | Lor@IDTheftConsultants | (248)672-1688 |
| Networking addition | Jewelrybyluis@gmail.com | Luis Marroquin | Jewelrybyluis@gmail.com | (941)254-4065 |
| Networking addition | skclough15@gmail.com | Sarah Clough | Skclough15@gmail.com | (941)681-5219 |
| Networking addition | news@snntv.com | Diane de Spirlet | news.snntv.com | (941)374-7031 |
| Networking addition | bhaas@delreyeducation. | Brian Haas | bhaas@delreyeducation. | (512)333-1520 |
| Networking addition | bruce@theabramsontear | Bruce Abrahmson | bruce@theabramsontear | (248)330-1800 |
| Networking addition | george.latos@belocalput | George P. Latos | george.latos@belocalput | (949)526-0094 |
| Networking addition | Ken@hometownnewsUS | Ken Burke | Ken@HometownNewsUS | (941)400-9648 |
| Networking addition | sara@sparkgrowthnet | Sara Hand | Sara@sparkGrowth.net | (941)228-4033 |
| Networking addition | jlennie@cyberconiq | John S. Lennie | jlennie@cyberconiq@cor | (941)666-0072 |
| Networking addition | jason@votebearden.com | Jason Bearden | jason@votebearden.com | (941)330-3843 |
| Networking addition | Kara.Wootson@cbrealty. | Kara Wootson | Kara.Wootson@cbrealty. | (941)795-2211 |
| Networking addition | Nolalyons@kw.com | Nola Lyons | nolalyons@kw.com | (440)334-4651 |
| Networking addition | topor215@icloud.com | Eileen Topor | topor215@icloud.com | (941)224-0861 |
| Networking addition | Vasquez.221Investigator | Richard Vasquez | Vasquez.221Investigator | (914)661-0335 |
| Networking addition | Jarviswilliams@gmail.com | Jarvis Williams | jarviswilliams@gmail.com | |
| Networking addition | ericbrettmcmamara@prin | Eric Brett McNamara | ericbrettmcmamara@prin | (575)808-0381 |
| Networking addition | dillonagency@brightway. | Holly Dillon | dillonagency@brightway. | (941)900-4441 |
| Networking addition | rbiechlin@lend.us | Rachel Biechlin | rbiechlin@lend.us | (941)894-2115 |
| Networking addition | Joe.Marra@piperfire.com | Joe Marra | Joe.Marra@piperfire.com | (941)301-1223 |
| Networking addition | printcossalliance@gmail. | April Pyle | printcossalliance@gmail. | (941)748-2664 |
| Facebook Addition | Megan Hudson | | | |
| Facebook Addition | Robert Leshner | | | |
| Facebook Addition | Max Tiso | | | |
| Facebook Addition | Michelle Lutchen | | | |
| Facebook Addition | Potus Rico | | | |
| Facebook Addition | Jennifer Tarman | | | |
| Facebook Addition | Tommy Dingley | | | |
| Facebook Addition | Alex Blinn | | | |
| Facebook Addition | Margaret Pardi | | | |

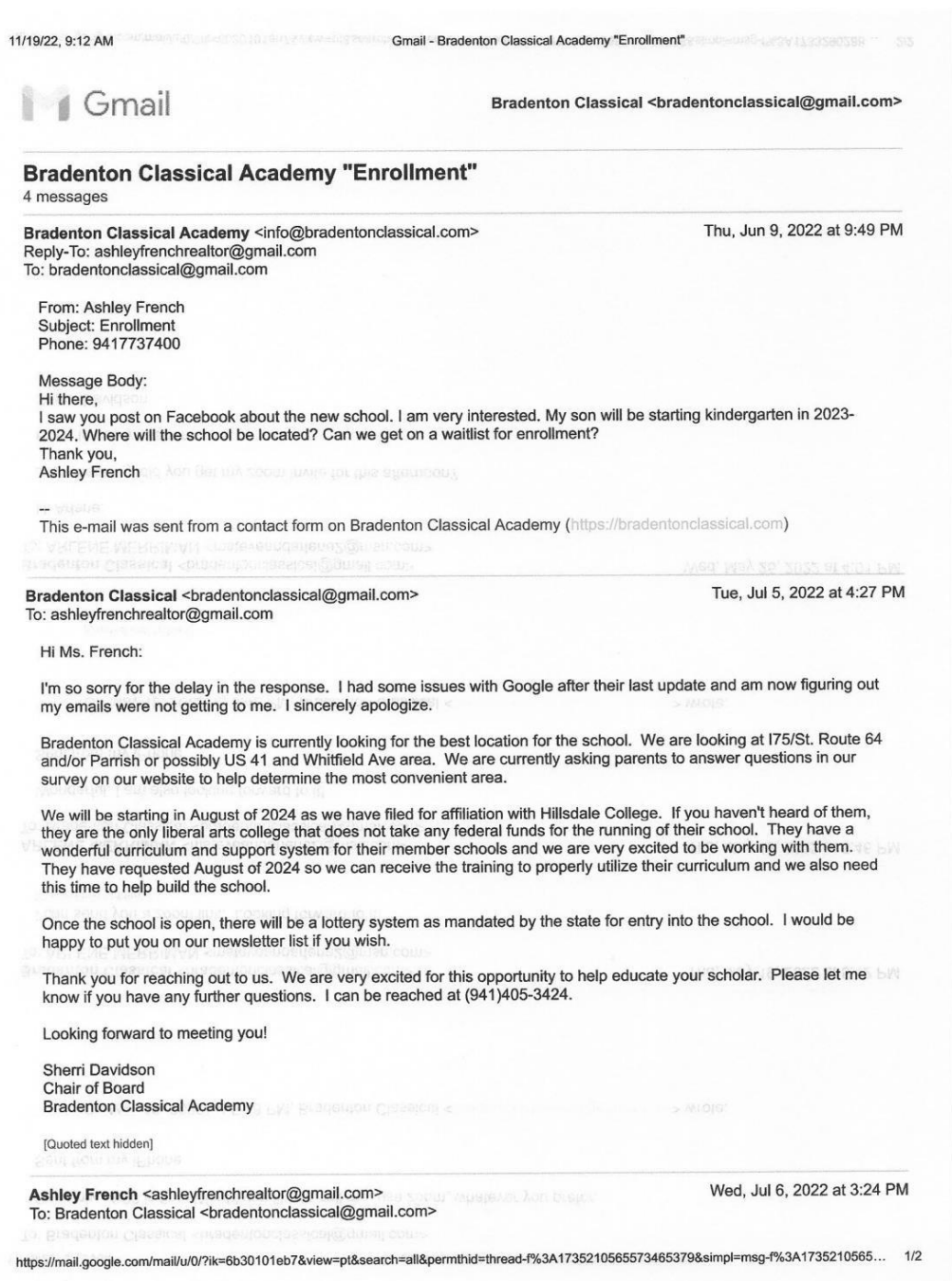
| Timestamp | Email Address | Your Name | Email | Phone number |
|-------------------|-----------------------|-----------|-------|--------------|
| Facebook Addition | Tom Caycee | | | |
| Facebook Addition | Mark Phillips | | | |
| Facebook Addition | Hans Heide | | | |
| Facebook Addition | Sally Griffin Temprow | | | |
| Facebook Addition | Bobbie Booth LeRoy | | | |
| Facebook Addition | Jessica Bricka | | | |
| Facebook Addition | Janessa Martin | | | |
| Facebook Addition | Kristine Phillips | | | |
| Constant Contact | Pazharp7@gmail.com | | | |

Following are respondents' specific requests for information, whether for enrollment in 2024-25, community interest or as a potential business/community partner.

| |
|--|
| Tell us more about why you would like more information about BCA. |
| |
| |
| |
| K-5 student enrollment for 2024-25 school year |
| No opinion |
| I am curious about or excited to learn more about Classical Education in Manatee County |
| Community or Business Partner, I am curious about or excited to learn more about Classical Education in Manatee County |
| I am curious about or excited to learn more about Classical Education in Manatee County |
| I am curious about or excited to learn more about Classical Education in Manatee County |
| Community or Business Partner, I am curious about or excited to learn more about Classical Education in Manatee County |
| I am curious about or excited to learn more about Classical Education in Manatee County |
| Community or Business Partner, Employment (K-5 at time of opening; K-12 in future), I am curious about or excited to learn more about Classical Education in Manatee County |
| High school years for my kid |
| No opinion |
| K-5 student enrollment for 2024-25 school year |
| K-5 student enrollment for 2024-25 school year, K-5 student enrollment after 2024, I am curious about or excited to learn more about Classical Education in Manatee County |
| K-5 student enrollment for 2024-25 school year, I am curious about or excited to learn more about Classical Education in Manatee County |
| K-5 student enrollment for 2024-25 school year |
| I am curious about or excited to learn more about Classical Education in Manatee County |
| Community or Business Partner, Prospective Vendor |
| K-5 student enrollment for 2024-25 school year |
| I am curious about or excited to learn more about Classical Education in Manatee County |
| I am curious about or excited to learn more about Classical Education in Manatee County |
| No opinion |
| No opinion |
| K-5 student enrollment for 2024-25 school year, I am curious about or excited to learn more about Classical Education in Manatee County |
| I am curious about or excited to learn more about Classical Education in Manatee County |
| K-5 student enrollment for 2024-25 school year, K-5 student enrollment after 2024, I am curious about or excited to learn more about Classical Education in Manatee County |
| former educator |
| Interested in 9-12  |
| Employment (K-5 at time of opening; K-12 in future), I am curious about or excited to learn more about Classical Education in Manatee County |
| K-5 student enrollment for 2024-25 school year, Employment (K-5 at time of opening; K-12 in future), I am curious about or excited to learn more about Classical Education in Manatee County |
| K-5 student enrollment after 2024, I am curious about or excited to learn more about Classical Education in Manatee County |
| K-5 student enrollment after 2024, I am curious about or excited to learn more about Classical Education in Manatee County |

| |
|--|
| Tell us more about why you would like more information about BCA. |
| I am curious about or excited to learn more about Classical Education in Manatee County |
| Community or Business Partner, I am curious about or excited to learn more about Classical Education in Manatee County |
| I am curious about or excited to learn more about Classical Education in Manatee County. A school that will teach American civics and with no CRT |
| K-5 student enrollment for 2024-25 school year, Community or Business Partner, Employment (K-5 at time of opening; K-12 in future), I am curious about or excited to learn more at |
| K-5 student enrollment for 2024-25 school year |
| K-5 student enrollment for 2024-25 school year, Middle school grades please!!!! |
| Your description spelling of 'TEACHERS' [2] |
| K-5 student enrollment for 2024-25 school year, Employment (K-5 at time of opening; K-12 in future), I am curious about or excited to learn more about Classical Education in Manatee County |
| K-5 student enrollment for 2024-25 school year, Employment (K-5 at time of opening; K-12 in future), I am curious about or excited to learn more about Classical Education in Manatee County |
| K-5 student enrollment after 2024 |
| K-5 student enrollment for 2024-25 school year, I am curious about or excited to learn more about Classical Education in Manatee County |
| I am curious about or excited to learn more about Classical Education in Manatee County |
| Looking for grades 6-12 for 2 children in future. Would like to get on the wait list. |
| I am curious about or excited to learn more about Classical Education in Manatee County |
| No opinion |
| No opinion |
| K-5 student enrollment for 2024-25 school year |
| K-5 student enrollment for 2024-25 school year |
| K-5 student enrollment for 2024-25 school year |
| I am curious about or excited to learn more about Classical Education in Manatee County |
| Employment (K-5 at time of opening; K-12 in future), I am curious about or excited to learn more about Classical Education in Manatee County |
| Place foreign exchange students |
| K-5 student enrollment for 2024-25 school year, Employment (K-5 at time of opening; K-12 in future), I am curious about or excited to learn more about Classical Education in Manatee County |
| K-5 student enrollment for 2024-25 school year, Community or Business Partner, Prospective Vendor, I am curious about or excited to learn more about Classical Education in Manatee County |
| Employment (K-5 at time of opening; K-12 in future) |
| K-5 student enrollment after 2024, I am curious about or excited to learn more about Classical Education in Manatee County |
| K-5 student enrollment for 2024-25 school year, I am curious about or excited to learn more about Classical Education in Manatee County |
| K-5 student enrollment for 2024-25 school year, I am curious about or excited to learn more about Classical Education in Manatee County |
| K-5 student enrollment for 2024-25 school year |
| I am curious about or excited to learn more about Classical Education in Manatee County |
| K-5 student enrollment for 2024-25 school year, I am curious about or excited to learn more about Classical Education in Manatee County |
| K-5 student enrollment for 2024-25 school year, K-5 student enrollment after 2024, I am curious about or excited to learn more about Classical Education in Manatee County |
| I am curious about or excited to learn more about Classical Education in Manatee County |
| K-5 student enrollment for 2024-25 school year |
| K-5 student enrollment for 2024-25 school year, I am curious about or excited to learn more about Classical Education in Manatee County, Conservative parent who likes Hillsdale C |

Members of the public have also emailed BCA expressing community interest and support the development of this new classical education charter school.



11119122, 9:13 AM

Gmail - Interested in your Charter School development

Gmail

Bradenton Classical <bradentonclassical@gmail.com>

Interested in your Charter School development

8 messages

ARLENE MERRIMAN <msteveandarlene2@msn.com>
To: "BradentonClassical@gmail.com" <BradentonClassical@gmail.com>

Thu, May 19, 2022 at 5:07 PM

Sherri,

It was such a pleasure to speak with you yesterday after the Lakewood Ranch Republicans Club luncheon. I am very interested in hearing more about the formation of your charter school in association with Hillsdale College. I am attaching my resume for you to see my background in the public sector, in both higher education and municipal government human resources and services. I have worked on committees with several school districts in the past as well as community organizations and social service providers.

If my background and experience would be helpful to you, I would like to follow up and assist in the development of your program. I believe that it is essential for our school systems to return to traditional education and values, with a focus on student academic achievement and character development.

Sincerely,

Arlene Merriman

.:ii) **ARLENE MERRIMAN RESUME General 2022.doc**
53K

Bradenton Classical <bradentonclassical@gmail.com>
To: ARLENE MERRIMAN <msteveandarlene2@msn.com>

Thu, May 19, 2022 at 5:30 PM

Thanks Arlene!

I would be happy to talk with you further. Are you available to talk tomorrow? If not, I will be available Monday or Tuesday evening or anytime Wednesday.

[Quoted text hidden]

ARLENE MERRIMAN <msteveandarlene2@msn.com>
To: Bradenton Classical <bradentonclassical@gmail.com>

Thu, May 19, 2022 at 5:37 PM

Wednesday afternoon works really well for me. anytime after 1:00 pm.

Sent from my iPhone

On May 19, 2022, at 5:31 PM, Bradenton Classical<

,>wrote:

[Quoted text hidden]

Bradenton Classical <bradentonclassical@gmail.com>
To: ARLENE MERRIMAN <msteveandarlene2@msn.com>

Thu, May 19, 2022 at 5:38 PM

Great! Is 4:00 ok for you?

[Quoted text hidden]

ARLENE MERRIMAN <msteveandarlene2@msn.com>

Thu, May 19, 2022 at 5:41 PM

<https://mail.google.com/mail/u/0/?ik=6b30101eb7&view=pt&search=all&permthid=thread-f%3A1733290288314486796&simpl=msg-f%3A1733290288..>

112

A message from your Bradenton Classical Academy contact form.

1 message

Bradenton Classical Academy <notice@godaddy.com>
 Reply-To: flipflops5050@gmail.com
 To: bradentonclassical@gmail.com

Sat, Jan 15, 2022 at 4:17 PM

Bradenton Classical Academy has received a new message.

Email

flipflops5050@gmail.com

Message

I loved reading about your Charter School. I came to Florida 7 years ago when most Charter schools were focused on creating lifelong learners. I taught at Highline Academy in Denver for 7 years, and out of my 25 years of teaching, this was my true dream job. However, times have changed and what is now the focus of learning, does NOT build character or good citizenship, but rather tears it apart. I am so worried about the future of our children, but your school shows me that there are people like me that want to stand strong on the total belief of integrity, honesty, citizenship, wisdom and virtue.....starting from the very beginning. Children need to know History and how our country came to beNot all the politics and racist theories that just build dissension among our young people. If they know and understand history, they will be PROUD to be Americans with flags flying in every classroom and the Pledge of Allegiance said EACH day with respect and honor. I was the only teacher, the year I left, that had a flag in their room! It broke my heart to see what was happening to our education systemwhat it is today.

My husbands is a financial supporter of Hillsdale College and often gives me articles to read, that give me hope in our education system.

I would love to have the opportunity to talk to you and learn more about what I can do to support your school. Our Children ARE Our Future!

Please feel free to contact me for a time to come visit your amazing school.

Thank you,
 Cheryle Kimball
 flipflops5050@gmail.com

Device

desktop

Language

en-US

Submitted from

Contact us



Bradenton Classical <bradentonclassical@gmail.com>

Bradenton Classical Academy

Bill Schuman <bschuman@aacsonline.org>
To: Bradentonclassical@gmail.com

Tue, Jan 11, 2022 at 8:55 AM

Good morning,

I am very interested in hearing more about your mission and vision. I am currently a facilities consultant(not a salesman) who recently relocated to the Parrish Florida area.

I have been the Director of Facilities for Annapolis Area Christian Schools for the past 14 plus years in Annapolis Maryland. Under my leadership, I maintained the capital assets and managed the day to day operations with regards to the facilities of 4 schools in 4 different geographical locations. The Upper, Middle and two K-5 Lower Schools. All the HVAC, mechanical, electrical and facility contractors, along with the facility team fell under my direction. I reported directly to the Superintendent and CFO.

I am currently the facilities consultant for AACs under my own company name, WES Facilities Services, LLC. I maintain their operational budget and manage all their facility contractors. I believe I have the experience that could help you guide your way through your start up with regards to putting a structure in place to maintain your facilities. How you setup your facilities will be the key to success in maintaining your assets.

I am definitely interested in learning more about Bradenton Classical Academy.

Please feel free to reach out,

Bill

"Coming together is a beginning, staying together is progress, and working together is success."

William E. Schuman, IV (Bill)

Facilities Consultant

5025 98th Ave E

Parrish, FL 34219

bschuman@aacsonline.org

410-562-7802 Cell

Gmail

Bradenton Classical <bradentonclassical@gmail.com>

Bradenton Classical Academy "Enrollment"

4 messages

Bradenton Classical Academy <info@bradentonclassical.com>
Reply-To: ashleyfrenchrealtor@gmail.com
To: bradentonclassical@gmail.com

Thu, Jun 9, 2022 at 9:49 PM

From: Ashley French
Subject: Enrollment
Phone:9417737400

Message Body:
Hi there,

I saw you post on Facebook about the new school. I am very interested. My son will be starting kindergarten in 2023-2024. Where will the school be located? Can we get on a waitlist for enrollment?
Thank you,
Ashley French

This e-mail was sent from a contact form on Bradenton Classical Academy (<https://bradentonclassical.com>)

Bradenton Classical <bradentonclassical@gmail.com>
To: ashleyfrenchrealtor@gmail.com

Tue, Jul 5, 2022 at 4:27 PM

Hi Ms. French:

I'm so sorry for the delay in the response. I had some issues with Google after their last update and am now figuring out my emails were not getting to me. I sincerely apologize.

Bradenton Classical Academy is currently looking for the best location for the school. We are looking at 175/St. Route 64 and/or Parrish or possibly US 41 and Whitfield Ave area. We are currently asking parents to answer questions in our survey on our website to help determine the most convenient area.

We will be starting in August of 2024 as we have filed for affiliation with Hillsdale College. If you haven't heard of them, they are the only liberal arts college that does not take any federal funds for the running of their school. They have a wonderful curriculum and support system for their member schools and we are very excited to be working with them. They have requested August of 2024 so we can receive the training to properly utilize their curriculum and we also need this time to help build the school.

Once the school is open, there will be a lottery system as mandated by the state for entry into the school. I would be happy to put you on our newsletter list if you wish.

Thank you for reaching out to us. We are very excited for this opportunity to help educate your scholar. Please let me know if you have any further questions. I can be reached at (941)405-3424.

Looking forward to meeting you!

Sherri Davidson
Chair of Board
Bradenton Classical Academy

[Quoted text hidden]

Ashley French <ashleyfrenchrealtor@gmail.com>
To: Bradenton Classical <bradentonclassical@gmail.com>

Wed, Jul 6, 2022 at 3:24 PM

11/19/22, 9:15AM

Gmail - Enrollment

Gmail

Bradenton Classical <bradentonclassical@gmail.com>

Enrollment

2 messages

Danelle N Yerkey <dnyerkey@hotmail.com>

Tue, Jun 14, 2022 at 5:09 PM

To: "Bradentonclassical@gmail.com" <Bradentonclassical@gmail.com>

Hello,

Can I please get my daughter on the waitlist for your first opening year?

Thank you,
Danelle Yerkey

Bradenton Classical <bradentonclassical@gmail.com>

Tue, Jun 14, 2022 at 6:07 PM

To: Danelle N Yerkey <dnyerkey@hotmail.com>, Karen Roland <krolandclassical2022@gmail.com>

Thank you for your interest. We will be taking applications approximately six months prior to opening. I can put you on our newsletter list if you would like. This way you can stay abreast of the progress.

I am leaving the country until 6/27, but will be able to respond again when I return or Karen Roland is copied on this email and she can answer questions.

Talk with you soon!

Sherri Davidson
[Quoted text hidden]

<https://mail.google.com/mail/u/0/?ik=6b30101eb7&view=pt&search=all&permthid=thread-f%3A1735645986094810559&simpl=msg-f%3A1735645986...>

1/1

11/19/22, 9:16 AM

Gmail -ClassicalUConstrtution Education in Bradenton - GREAT NEWS!!

Gmail

Bradenton Classical <bradentonclasslcal@gmail.com>

Classical/Constitution Education in Bradenton -GREAT NEWS!!

2 messages

Elizabeth Henderson <jeanhenderson@verizon.net>
To: BradentonClassical@gmail.com
Cc: Rich Hissrich <rhissrich@aol.com>

Wed, Nov 10, 2021 at 4:03 PM

Hi Sherri,

I heard about your Bradenton Classical Academy because I'm a member of the Manatee Patriots. I'm currently working on Election Integrity but have a strong interest in the education opportunities in Bradenton. I know that the children are our future, and they need the best education possible to become productive, happy citizens later in life.

If possible, I'd like to be included in your email list. I know that I want to work with children in some capacity, I'm just not sure how at this point.

To maintain our Constitutional Republic, our children NEED to have a working knowledge of our Constitution, how this country works, and learn the history of this country. I have a lot to learn, but already think teaching the Constitution might be in my future. Without proper education, our country will fall to a socialist/communist/marxist form of government.

I was also wondering if faith was part of the curriculum. In my earlier years in public school, we said a prayer every morning. I do believe this country is becoming more and more secular. We are "One Nation under GOD", but many of our citizens don't seem to operate with that belief.

Our country was founded on our God given rights, that's what separates us from all other forms of governments in the world.

Thank you for bringing Bradenton Classical Academy to Manatee County.

Also, I included Rich Hissrich in this email. He can tell you better, but my understanding is that his group specifically focuses on Constitution education for children and young adults.

I haven't met either of you in person, but thought the connection might be beneficial. So,

Sherri Davidson please meet Rich Hissrich
Rich please meet Sherri

Jean Henderson
Canvassing Project - Manatee County
941-518-7994

God Bless the united States of America! USUSUS

A republic must not only be so in its principles but in its form. Thomas Paine
The lower case u in united is purposeful. In the original Declaration of Independence, the Founding Fathers used a lower case "u" in united - and even made the letters much smaller than "States". This is because we were declaring our independence as 13 individual sovereign states, not as a monolithic new country.

<https://mail.google.com/mail/u/0/?ik=6b30101eb7&view=pt&search=all&permthid=thread-1%3A1716076650940900809&simpl=msg-f%3A1716076650..>

1/2

11/19/22, 9:16 AM

Gmail -Classical/Constrtution Education in Bradenton - GREAT NEWS!!

Bradenton Classical <bradentonclassical@gmail.com>
To: Elizabeth Henderson <jeanhenderson@verizon.net>

Wed, Nov 10, 2021 at 5:27 PM

Thanks for reaching out Elizabeth! Nice to meet you Rich! I agree with everything you stated in your email!
Unfortunately if we want to be a free public school we cannot put faith into it officially. We will work in other ways though!

I will definitely keep you in the loop and Rich also! If you know anyone who can help us, please get the word out! It's a lot of work!

We are having a small fundraiser for to help with expenses on 12/4. If you have anything to donate I would be happy to pick it up.

Thanks again! Looking forward to meeting you both in person!

Sherr
[Quoted text hidden]

<https://mail.google.com/mail/u/0/?ik=6b30101eb7&view=pt&search=all&permthid=thread-f%3A1716076650940900809&simpl=msg-l%3A1716076650...>

212

11/19/22, 9:16 AM

Gmail - Location

Gmail

Bradenton Classical <bradentonclassical@gmail.com>

Location

4 messages

Jennifer DiPasquale <jdinyovszky@gmail.com>
To: Bradentonclassical@gmail.com

Wed, Jun 8, 2022 at 3:17 PM

Hi-
Can you tell me where the location of the school will be?
Can you tell me who owns or what company is building and running the school?
Can you tell me if you will be accepting all grades when open?
Excited for more schools in the area!

Thanks

Sent from my iPhone

Bradenton Classical <bradentonclassical@gmail.com>
To: Jennifer DiPasquale <jdinyovszky@gmail.com>

Wed, Jun 8, 2022 at 3:33 PM

We are currently surveying parents as to where they want the school to be.

The school is owned by Bradenton Classical Academy. We hired San Jose Schools to help run the office and facilities.

We will open in 2024 and start with grades K-5 and add a grade every year until we reach grade 12. We will accept applications approximately February of 2024.

I can add you to our newsletter list if you would like.

Hope this information helps!

Sherri Davidson
[Quoted text hidden]

Jennifer DiPasquale <jdinyovszky@gmail.com>
To: Bradenton Classical <bradentonclassical@gmail.com>

Wed, Jun 8, 2022 at 4:08 PM

Yes please!
[Quoted text hidden]

Bradenton Classical <bradentonclassical@gmail.com>
To: Jennifer DiPasquale <jdinyovszky@gmail.com>

Wed, Jun 8, 2022 at 4:56 PM

You got it. And if you ever want to just talk and ask questions, please feel free to contact me. My phone number is (941)405-3424.

Sherri
[Quoted text hidden]

<https://mail.google.com/mail/u/0/?ik=6b30101eb7&view=pl&search=all&penntid=thread-f%3A1735095314250563060&simpl=msg-f/43A1735095314...>

1/1

11/19/22, 9:18 AM

Gmail - A message from your Bradenton Classical Academy contact form.

Gmail

Bradenton Classical <bradentonclassical@gmail.com>

A message from your Bradenton Classical Academy contact form.

4 messages

Bradenton Classical Academy <notice@godaddy.com>
Reply-To: kefinder@gmail.com
To: bradentonclassical@gmail.com

Fri, Jan 14, 2022 at 7:48 PM

Bradenton Classical Academy has received a new message.

Name

Dr. Karen Elaine Finder

Phone

8507660594

Email

Message

I am the former founder and 1st principal of the Sport and Medical Sciences Academy (SSMA) in Hartford Connecticut.

The school opened in 1997 as the first charter high school in Connecticut. It is currently in its 25th year of outstanding performance. The school has been rated by U.S. News and World Report as one of the top 100 high schools in the nation.

I am interested in exploring the possibilities of assisting the founders of this charter school to realize their dream and expand the educational options for all Bradenton children.

Please feel free to contact me at 850-766-0594 or

Thank you.

Device

desktop

Language

en-US

Submitted from

Homepage

Reply to this email to respond.

<https://mail.google.com/mail/u/0/?ik=6b30101eb7&view=pt&search=all&permthid=thread-f%3A1721979611174726525&simpl=msg-f%3A1721979611174726525> 1/2

11/19/22, 9:18 AM

Gmail - A message from your Bradenton Classical Academy contact form.

Gmail

Bradenton Classical <bradentonclassical@gmail.com>

A message from your Bradenton Classical Academy contact form.

3 messages

Bradenton Classical Academy <notice@godaddy.com>
Reply-To: lcpowell51@vmail.com
To: bradentonclassical@gmail.com

Tue, Feb 8, 2022 at 1:09 PM

Bradenton Classical Academy has received a new message.

Email

Message

Looking for information on enrollment.

Device

mobile

Language

en-US

Submitted from

Contact us

Reply to this email to respond.

This message came from YOUR website contact form,

Sent via Websites + Marketing

Bradenton Classical <bradentonclassical@gmail.com>
To: lcpowell51@vmail.com

Tue, Feb 8, 2022 at 1:14 PM

<https://mail.google.com/mail/u/0/?ik=6b30101eb7&view=pt&search=all&permthid=thread-f%3A1724219423219026245&simpl=msg-f%3A1724219423...> 1/3

11/19/22, 9:20 AM

Gmail Bradenton Classical Academy "Opening"

Gmail

Bradenton Classical <bradentonclassical@gmail.com>

Bradenton Classical Academy "Opening"

6 messages

Bradenton Classical Academy <info@bradentonclassical.com>
Reply-To: mrs.litwiler@yahoo.com
To: bradentonclassical@gmail.com

Wed, Jun 8, 2022 at 9:51 AM

From: Kimberly
Subject: Opening
Phone: 0: Object

Message Body:
Interested in opening. **Will** there be buses?

This e-mail was sent from a contact form on Bradenton Classical Academy (

Bradenton Classical <bradentonclassical@gmail.com>
To: mrs.litwiler@yahoo.com

Wed, Jun 8, 2022 at 1:32 PM

Not initially but we will organize car pools. Several other schools we have talked to have done this and it works well.
Busses are very expensive and we **will** have fundraising to reach our goals.

Hope this helps. We are always open to suggestions.

I can add you to our newsletter **if** you would like. Just let me know.

Hope we talk soon!

Sherri Davidson
[Quoted text hidden]

Kimberly Litwiler <mrs.litwiler@yahoo.com>
To: Bradenton Classical <bradentonclassical@gmail.com>

Wed, Jun 8, 2022 at 3:44 PM

Would love to be added to notifications. Do you know where this school **will** be

Kimberly Litwiler

On Jun 8, 2022, at 1:32 PM, Bradenton Classical<

>wrote:

[Quoted text hidden]

Bradenton Classical <bradentonclassical@gmail.com>
To: Kimberly Litwiler <mrs.litwiler@yahoo.com>

Wed, Jun 8, 2022 at 5:00 PM

We are surveying parents on that right now. Do you have a preference?
[Quoted text hidden]

Kimberly Litwiler <mrs.litwiler@yahoo.com>
To: Bradenton Classical <bradentonclassical@gmail.com>

Wed, Jun 8, 2022 at 7:53 PM

<https://mail.google.com/mail/u/0/?ik=6b30101eb7&view=pt&search=all&permthid=thread-f%3A1735074817074431875&simpl=msg-f%3A1735074817..> 1/2

New message for Classical Charter School

Sabrina Moore <c144123552h3c60ca8af0ddb425306809@390909c4-a9d4-40aa-9de6-7c62476fef10.mail.conversations.godaddy.com>

Thu, Jan 20, 2022 at
12:33 PM

Reply-To: Reply to Conversation <c144123552h3c60ca8af0ddb425306809@390909c4-a9d4-40aa-9de6-

7c62476fef10.mail.conversations.godaddy.com>

To: Classical Charter School <bradentonclassical@gmail.com>



A customer has left a new message. Replying to this email will send a response.

Sabrina Moore

Where is this located?

smm1979@att.net via Conversations

[Go to Conversations](#)

Gmail

Bradenton Classical <bradentonclassical@gmail.com>

Information on school

3 messages

Sarah Vrbanovic <sarah.vrbanovic@gmail.com>
To: Bradentonclassical@gmail.com

Fri, Oct 14, 2022 at 10:17 AM

Good morning,

I'm interested in learning more about your school. I noticed on the website that preparations are being made to open the school in Fall '24. Do you have a list of families who are interested or a waitlist? Is there any way that we could tour the campus? I signed up for the newsletter but don't want to miss out on the application process- I know that there is demand for this type of education.

Thank you for your time,
Sarah Vrbanovic

Bradenton Classical <bradentonclassical@gmail.com>
To: Sarah Vrbanovic <sarah.vrbanovic@gmail.com>

Fri, Oct 14, 2022 at 10:24 AM

Hi Sarah!

Thanks for your email. The school location has not yet been determined as we are looking for at least 10 acres to live on. This is the reason for 2024. We recently received acceptance into the Hillsdale family and are working with them to get our charter application accepted.

I can definitely keep you on the newsletter list. We haven't officially advertised our association with Hillsdale yet as we are waiting for some information from them but should have it any day now. We will then make the big announcement. We are very excited about the future for our community. We **will** be accepting applications for the school six months prior to the start of the school year.

If you have any questions please let me know. I am looking forward to hearing from you and please look for our updates.

Thanks and stay safe!

Sherri Davidson
Chair of Board
[Quoted text hidden]

Sarah Vrbanovic <sarah.vrbanovic@gmail.com>
To: Bradenton Classical <bradentonclassical@gmail.com>

Fri, Oct 14, 2022 at 10:50 AM

Thank you for your reply! I look forward reading the upcoming newsletters. My 3 boys transitioned to a classical program this year and it has been great.

Thanks again,
Sarah

On Oct 14, 2022, at 07:24, Bradenton Classical<

>wrote:

[Quoted text hidden]

11/19/22, 9:23 AM

Gmail - A message from your Bradenton Classical Academy contact form.

Gmail

Bradenton Classical <bradentonclassical@gmail.com>

A message from your Bradenton Classical Academy contact form.

3 messages

Bradenton Classical Academy <notice@godaddy.com>
Reply-To: Suncoastmuscletherapy@gmail.com
To: bradentonclassical@gmail.com

Thu, Mar 31, 2022 at 4:30 PM

Bradenton Classical Academy has received a new message.

Name
Steph Wohlfeil

Phone
714.328.0840

Email

Message
Are you beginning school Aug 2022 ?

I have a daughter who is currently a freshman. Looking for a good school where she can thrive.

Device
mobile

Language
en-US

Submitted from
Homepage

Reply to this email to respond.

This message came from your website contact form,

<https://mail.google.com/mail/u/0/?ik=6b30101eb7&view=pt&search=all&permthid=thread-f%3A1728848719085914464&simpl=msg-f/43A1728848719..>

1/2

11/19/22, 9:23 AM

Gmail - A message from your Bradenton Classical Academy contact form.

Sent via Websites+ Marketing

Bradenton Classical <bradentonclassical@gmail.com>
To: Suncoastmuscletherapy@gmail.com

Thu, Mar 31, 2022 at 4:38 PM

Hi Ms. Wohfeil:

Thank you for your email. We appreciate your interest in our school. We plan on opening 2024 at this time and will start with K-5 as this curriculum will be more rigorous than the area public schools and children will need time to acclimate to the changes. I'm so sorry we cannot bring your daughter in right now. Sarasota Classical Academy is a private school on Fruitville Road east of 175. They have a wonderful program and are able to create a program where most parents pay nothing for their children. They have a high school. Their phone number is (941)925-2153.

Again I apologize we are not ready
for her. If you have any other questions I would be happy to help.

Sherri Davidson
Founder
[Quoted text hidden]

steph wohlfel <suncoastmuscletherapy@gmail.com>
To: Bradenton Classical <bradentonclassical@gmail.com>
Cc: fred bohlander <fbohlander@gmail.com>

Thu, Mar 31, 2022 at 5:07 PM

Thank you so much for your prompt email. I'm grateful for the info on Sarasota Classical school. I will reach out to them .
Thanks again.
[Quoted text hidden]

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11/19/22, 9:23 AM

Gmail • New Student

Gmail

Bradenton Classical <bradentonclassical@gmail.com>

New Student

2 messages

Steve <stevecmonteiro@gmail.com>
To: bradentonclassical@gmail.com

Tue, Nov 1, 2022 at 11:46 AM

Hi,

Me and my family have just moved to FL from out of state and was wondering if you have any openings for Pre K for my 4yr old daughter? If so what would we have for options on days and hours?

Thank you,
Steve Monteiro

Sent from my iPhone

Bradenton Classical <bradentonclassical@gmail.com>
To: Steve <stevecmonteiro@gmail.com>

Tue, Nov 1, 2022 at 11:50 AM

Hi Steve:

BCA is not open yet, plan is for 2024. We are working on our charter app and working to show Manatee County that families want this school. I would be happy to keep you informed of our progress if you would like. Completing the survey on the website will show the county how many families want the school and I can add you to the newsletter list.

I apologize we are not open now. My one regret is we did not start 2 years ago!

Please let me know if you have any other questions or concerns.

SIWe loom forward to joining you in educating your future leaders!

Sincerely,

Sherri Davidson
Chair of Board of Directors
[Quoted text hidden]

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1/1

11/19/22, 9:24 AM

Gmail - Bradenton Classical Academy "Enrollment/Waitlist?"

Gmail

Bradenton Classical <bradentonclassical@gmail.com>

Bradenton Classical Academy "Enrollment/Waitlist?"

2 messages

Bradenton Classical Academy <info@bradentonclassical.com>

Tue, May 24, 2022 at 4:18 PM

Reply-To: svenofferson@gmail.com

To: bradentonclassical@gmail.com

From: Sven Offerson

Subject: Enrollment/Waitlist?

Phone:3617937989

Message Body:

Our daughter, entering 3rd grade in the 2022-2023 school year, is currently attending The Classical Academy of Sarasota, and I would love to get enrollment and/or waitlist information for your school for a possible move. Please let me know how I can make this happen!

Thank you!!

This e-mail was sent from a contact form on Bradenton Classical Academy (

Bradenton Classical <bradentonclassical@gmail.com>

Tue, May 24, 2022 at 4:59 PM

To: svenofferson@gmail.com

Thank you so much for your interest. We **will** be opening 2024. I can add you to our email list so you **will** be first to hear from us when it's time to register. I wish we were opening this year but this takes time, as I'm sure you are aware.

Please tell others about us! As we will be a tuition free charter, we need to show the county the parental interest in this program.

We will be having a board meeting tomorrow night if you wish to attend. Just let me know and we can send the link.

Looking forward to meeting you and your family!

Sherri Davidson

Co-founder BCA

[Quoted text hidden]

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ATTACHMENT U

DEVELOPMENT AGREEMENT

This Development Agreement ("Agreement") is entered into as of this 15th day of April, 2024, by and between OPERATOR Bradenton Classical Academy, Inc. (hereafter referred to as OPERATOR), a Florida not for profit Corporation, as operator of certain charter schools, and FPDino SB, LLC and/or their assigns, (hereafter referred to as FPDINO).

WITNESSETH:

WHEREAS, OPERATOR wishes to operate a charter school in the State of Florida and in connection therewith is in need of assistance in locating suitable parcel(s) of land or existing building(s) (said parcels being individually referred to herein as a "Parcel(s)") on which to develop such school and is in need of additional assistance in the development, financing and construction of building(s) and/or other improvement(s) in which such school will operate; and

WHEREAS, OPERATOR desires to enter into this contract with FPDINO under which FPDINO shall act as a consultant and Developer for OPERATOR, providing professional development, management, and financial advisory services applicable to the location of Parcel(s) and planning, development, assembling the construction team, and financing of the Parcels(s) to be developed or renovated thereon for OPERATOR (said buildings and/or related improvements on the respective Parcel(s) being referred to individually as a "Project"), all on the terms and conditions herein set forth;

NOW, THEREFORE, in consideration of the mutual covenants herein contained, OPERATOR and FPDINO agree as follows:

ARTICLE 1 DEFINED TERMS

The following capitalized terms shall have the meanings set forth below:

- 1.1 Intentionally left blank
- 1.2 "Approved Plans and Specifications" is defined in Section 4.2(b).
- 1.3 "Architect" is defined in Section 4.2(b).
- 1.4 "Budget" is defined in Section 4.2(e).
- 1.5 " Intentionally left blank
- 1.6 "Charter School" means a school operated or to be operated by OPERATOR.



1.7 "Completion Date" shall mean the date on which the Architect certifies that the work on a Project has been finally completed, including completion of all landscaping, driveways and Punch List Items and if issued by the requisite governmental authority having jurisdiction over the Project, a permanent, unconditional certificate of occupancy or certificate of completion has been issued from the appropriate governmental authority for such Project.

1.8 "Contractor" is defined as General Contractor, Sub-Contractor or Consultants

1.9 "Construction Financing" is defined in Section 4.2(t).

1.10 "**Development Costs**" - "SoUJces and Uses of Funds" shall mean with respect to each Project the total of site acquisition costs and all hard and oft costs of developing, financing and constructing the Project, including, without limitation, **the Development Fee [15% of budget, the Research / Prequalification Fee [\$250,000.00]**, the Supplemental Reimbursement per Section 4.1(c), building permit fees, consultants' and Architects' fees, and costs of bonds, permitting and financing.

1.11 "Development Fee" is defined in Section 13.1.

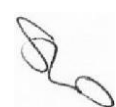
1.12 Punch List Items is defined in Section 4.3(a)(17).

1.13 "Development Plan" shall mean: project described herein by FPDINO (above and throughout this agreement) and as may be al o provided in narrative and/or exhibit form to the OPERATOR describing FPDINO's intentions for site acquisition, planning, developing, financing and selecting a licensed general contractor to construct a Project, which shaJI include, without limitation, the following:

- (a) FPDINO's site selection recommendation;
- (b) Feasibility and enviroiunental studies for the Project if necessary;
- (c) A detailed Budget setting forth the estimated total Development Costs
- (d) A proposed Contractor to be employed in the construction of the Project
- (e) A list of key permits and approvals required for each Project and a schedule
- (t) A schedule for the construction of the Project;
- (g) A plan for Project financing.

1.14 "Force MajeUJe" shall have the meaning set forth in Article 10.

1.15 Intentionally blank



- 1.16 Intentionally blank
- 1.17 "Parcel" or "Parcels" are defined in the Recitals.
- 1.18 "Permanent Financing" is defined in Section 4.2(f).
- 1.19 "Progress schedule" is defined in Section 4.2(e).
- 1.20 "Project" is defined in the Recitals.
- 1.21 "Project Manager" is defined in Section 4.6.
- 1.22 "Research/ Prequalification Fee" is defined in Section 13.J (a).
- 1.23 "Soft Costs" is set forth in the Budget to be attached as Exhibit B.
- 1.24 "Submitted Plans" is defined in Section 4.2(b).
- 1.25 "Substantial Completion of Construction" is defined in Section 4.3(c).

ARTICLE2
APPOINTMENT AND TERM

2.1 Appointment. Except as hereinafter provided, OPERATOR hereby engages FPDINO to oversee, arrange, supervise and coordinate all development, and executive Project management and financial advisory services for site selection, planning, design, vetting of licensed general contractor and financing of the Project, as required and subject to the specifications in this Agreement, and FPDINO hereby accepts such engagement on the terms and conditions herein contained. FPDINO accepts the relationship of trust and confidence established by this Agreement and covenants with OPERATOR to utilize FPDINO's best skill, efforts and judgment in furthering the interests of OPERATOR in the performance of the service to be provided by FPDINO hereunder.

FPDINO shall only assume responsibility for the development, and executive Project management and financial advisory services to be performed from and after the date of this Agreement. If and in recognition of the fact that development services on the Project have been partially completed, FPDINO shall be paid the Development Fee to be set forth on Exhibit A hereto in lieu of the Development Fee otherwise payable in accordance with Article 13 hereof.

2.2 Term. Subject to the provisions of Article 8 hereof, this Agreement shall be for a term commencing as of the date of this Agreement and continuing through the later of the fifth (5th) anniversary of the date of this Agreement or the Completion Date of the Project.

ARTICLE 3
RELATIONSHIP



PAGE3 OF 26

FPDINO shall at all times be an independent contractor and neither FPDfNO nor its officers or employee shall be agents or employees of the OPERATOR. Nothing herein shall be deemed to create a partnership or joint venture between FPDfNO and the OPERATOR. The OPERATOR acknowledges that this Agreement is not an exclusive engagement of FPDfNO and FPDfNO may provide similar or other real estate services to parochial, public or private schools unrelated to the OPERATOR.

ARTICLE 4
DEVELOPMENT PROCESS

4.1 Following the approval of an application, by curriculum consultants or applicant and grant consultants hired on behalf of the OPERATOR, (if required under expanded agreement), Site specific selection and plan exhibit assembly will commence. Preparation and Approval of Development Plans shall follow. The OPERATOR, within the term of this Agreement, requests that FPDfNO perform the following development services and to prepare the Exhibits which are attached to this Agreement:

(a) Development Plan. With execution of this Development Agreement, the OPERATOR authorizes FPDfNO to commence the Development Plan for Project listed on Exhibit A. FPDfNO shall commence with delivery of all requirements listed hereinbelow for this Development Plan. The third-party costs and expenses to be incurred by FPDfNO and fees and charges payable to FPDfNO for said Development Plan be due to FPDfNO therefor in accordance with Section 13.1(a) and payable from Construction and Permanent Financing as described in Section 4.1(f).

(b) Timing for Completion of remaining Development Plan Exhibits. FPDfNO will endeavor to prepare (or have prepared) and provide anticipated conceptual exhibits for each Development Plan within the sixty (60) day time period or within such additional time (not to exceed one hundred twenty (120) days in the aggregate) as FPDfNO may request in writing, including a conceptual site plan and conceptual building(s) renderings (not in final form suitable for governmental submittal) solely for decision making purposes of proceeding or amending prior to contracting for final plan drafts upon final acceptance by OPERATOR of an approved site selected

(c) "Supplemental Reimbursement": FPDfNO may charge 1.15 times all third-party out-of-pocket costs and expenses requested by Operator (excluding costs and expenses defined in the Development Plan, and excluding **the Research/ Prequalification Fee**) reasonably incurred by FPDfNO, and after OPERATOR'S approval of said costs and expenses, in accordance with Section 13.1(a) hereof, for reimbursements plus FPDfNO's fee.

(d) Ownership of Development Plans. The Development Plan shall be made in the name of the OPERATOR. The OPERATOR shall have title to and the right to the contents thereof. However, such materials may be used for other purposes by FPDfNO without prior written approval from the OPERATOR.



4.2 Development of a Project. FPDINO shall perform the following development services in accordance with the Development Plan:

(a) Site Acquisition. FPDINO shall work with OPERATOR's legal counsel to negotiate a contract to purchase the selected Parcel on the most favorable terms reasonably achievable, and FP. Dino shall thereafter conduct all necessary or appropriate due diligence with respect to the selected Parcel including, analysis of applicable zoning and land use laws and regulations, title searches, site surveys and environmental assessments.

(b) Engagement and Supervision of Architect. FPDINO shall on behalf of the OPERATOR, solicit and recommend a reputable and licensed architect (the "Architect") and such other engineers, designers, experts and consultants, as necessary or appropriate, to provide design services for the construction and operation of the Project. FPDINO shall cause the parties engaged pursuant to this Section 4.2(b) to prepare and submit to the OPERATOR and FPDINO, for the OPERATOR and FPDINO's review and approval (not to be unreasonably withheld), complete plans, specifications and working drawings for the construction of the Project in such form as the OPERATOR may reasonably require (the "Submitted Plans"). FPDINO shall supervise all of such architectural engineering and design services such that the Submitted Plans will be prepared and be substantially consistent with the conceptual plans identified in the Development Plan. OPERATOR shall provide written approval or notice of any modifications required to such plans, specifications and drawings within thirty (30) days after receipt thereof. The Architect shall make any required modifications within thirty (30) days of receiving comments from the OPERATOR. Such plans, specifications and drawings, when approved by the OPERATOR in writing, shall be referred to herein as the "Approved Plans and Specifications." The Approved Plans and Specifications shall not be revised in any material respect without the prior written consent of the OPERATOR (which consent shall not be unreasonably withheld).

(c) Procuring Entitlements, Permits and Approvals. Immediately following the engagement of the Architect provided above, and upon the completion of the Civil, Site, Floor Plan and Elevation drawings, FPDINO shall process, procure and maintain in the name of the OPERATOR all necessary entitlements and governmental approvals for the design, development, construction, completion, equipping, occupancy, operation, and use of the Project, including, without limitation, any special permits, rezoning, subdivisions, variances or authorizations required by applicable law. FPDINO shall maintain true and complete copies of all such permits and authorizations and, at the request of the OPERATOR promptly provide copies of same to the OPERATOR. In addition, FPDINO shall make all requisite arrangements with public and/or private utilities to ensure that water, sewer, electric, gas and other utilities, in appropriate capacities, will be available to serve the Project.

(d) Engagement of Contractor. Following completion of the Approved Plans and Specifications, FPDINO shall negotiate and submit to the OPERATOR for its review and approval (not to be unreasonably withheld), all necessary construction and other contracts for the construction of the Project, all of which shall be consistent with the Approved Plans and Specifications. The total amounts payable under all such contracts which relate to the construction of the Project shall not exceed the amounts set forth in the Development Plan, without prior written approval from the OPERATOR.

(e) Budget and Progress Schedule. FPDINO will prepare and submit to OPERATOR (i) an initial development budget (the "Budget") for this Project setting forth in detail on a line item basis reasonably satisfactory to the Development Costs of the Project and which shall substantially conform to the Budget contained in the Development Plan and (ii) a "Progress Schedule" for the Project which shall set forth the dates for starting and completing the various stages of construction of the Project and which shall substantially conform to the timing set forth, in the Development Plan. FPDINO shall not revise the Progress Schedule without the prior written consent of OPERATOR, which shall not be unreasonable withheld. FPDINO shall keep the OPERATOR advised, on a monthly basis, or more frequently as the OPERATOR may reasonably request, as to the progress of the various stages of construction under the Progress Schedule and any acceleration or delay with respect to such stage.

(f) Financing. FPDINO shall assist OPERATOR, with (i) construction and development financing for the Project ("Construction Financing"), and (ii) upon completion of each Project, long term financing of the Project (the "Permanent Financing"), which will be sufficient (to the extent a loan of such amount is available to discharge the construction loan, if any). Preferred Construction Financing and Permanent Financing shall be accomplished thru an Industrial Revenue bond, or if unavailable thru conventional or other available financing. Such assistance shall include (a) the preparation of those portions of the application packages relating to the nature, extent and cost of the Project and other matters relating to the site acquisition and the construction of the Project and operation of the Project, (b) making available to any such lenders all reports, tests, studies, plans, specifications, governmental approvals and other documentation relating to the Project and the construction thereof, and (c) FPDINO shall coordinate its activities with all appropriate counsel. FPDINO will also assist with monitoring compliance with obligations under the loan documents evidencing or securing such loan.

4.3 Construction of a Project. FPDINO shall provide the following executive Project management services:

(a) Executive Project Management. FPDINO shall supervise, coordinate and manage all work for the Project conducted by Contractor and others engaged for the construction of the Project in order to expedite completion of the Project on schedule and on Budget, and in connection therewith, FPDINO shall:

1. Provide overall supervision, coordination, and direction of the Project (herein sometimes referred to as the "Work") conducted by the Contractor and others performing services or construction work for OPERATOR in connection with the Project (the "Other Contractors"), if any;

2. Assure that a competent construction, supervisory, and inspection staff is assigned for the supervision, coordination, direction of the Work of the Contractor

3. Establish on-site organization and lines of authority in order to carry out all phases of Project on a totally coordinated basis;



PAGE 60F 26

4. Establish and implement procedures for coordination of services by and among the Architect, and Contractor with respect to all aspect of Project;

5. Maintain the Progress Schedule in accordance with Section 4.2(e) and if necessary, add thereto a comprehensive schedule of work for the Contractor and all Other Contractors; revise the Progress schedule as required to incorporate such approved scheduling data submitted by the Contractor; periodically update such schedule to reflect actual construction progress; coordinate Contractor lead times, procurement, and field starts to accomplish the schedule; report to the OPERATOR on progress and to identify all failures and causes thereof to maintain the schedule; and to make recommendations for recovery of any lost time;

6. Monitor Architect's coordination, review, and distribution of construction contract documents, including revised drawings and specifications;

7. Schedule and conduct job meetings to be attended by the Contractor and various subcontractors, Architect, and the OPERATOR to discuss such matters as procedures, progress, problems, and scheduling and to establish status and accountability for necessary timely action for each item of work; cause minutes of such job meetings to be transcribed and distributed;

8. Until final completion and acceptance of the Project by the OPERATOR, (which shall be determined upon the receipt of a certificate of use from the governing municipality), direct and inspect the Work of the Contractor in an effort to see that the materials furnished and work performed are in accordance with the applicable contract documents and that all work on Project is progressing on schedule and, when the work is completed, make recommendations relating to acceptance thereof by the Architect; in the event the interpretation of the meaning and intent of said construction contract documents becomes necessary during construction, FPDINO shall consult with Architect, said interpretation, and transmit such information to the Contractor, as appropriate; and promptly advise the OPERATOR of any undue delay in obtaining such interpretations;

9. Determine the adequacy of the Contractor's and Other Contractors' personnel and equipment and the availability of necessary materials and supplies;

10. Assist the Contractor in establishing a comprehensive safety program for the Project and to monitor compliance therewith by the Contractor and Other Contractors, if any. The performance of these services by FPDINO shall not relieve the Contractor, Contractors and various subcontractors of their responsibilities for the safety of persons and property and compliance with all statutes, rules, and orders applicable to the conduct of the work, nor shall it impose on FPDINO any responsibility for the safety program or compliance therewith by Contractor, Other Contractor and subcontractors;

11. Make recommendations and render assistance as necessary to the development and administration of an effective labor relations program for the Project and to the avoidance of labor disputes during construction;



PAGE 7 OF 26

12. Monitor Architect's coordination, review for approval, and distribution of shop drawings, and samples, and to promptly advise the OPERATOR of any undue delay in connection therewith;

13. Make recommendations to the OPERATOR and Architect for such changes in the work as FPDINO may consider necessary or desirable;

14. Review for propriety all requests for changes to the Construction Contract for the Project; monitor Architect's preparation and verification of quantity and price accuracy and processing of all change proposals; to review and analyze change proposals for reasonableness of costs; and recommend action by Architect and the OPERATOR with respect thereto;

15. Make recommendation to the OPERATOR and the Architect as deemed necessary by FPDINO.

16. Keep accurate and detailed written records of the progress of the Project during all stages of planning and construction; submit monthly written progress reports to the OPERATOR and the Architect, including, but not limited to, reports concerning the progress of the work of the Contractor, the percentage of completion, the number and amount of change orders, and the existence of any present or anticipated problems;

17. Inspect the Project, jointly with Architect, no less than seven (7) days prior to the time the OPERATOR is to take over, use, occupy, or operate any part of all of the Project and to furnish a detailed report to the OPERATOR and Architect of observed discrepancies, deficiencies, and incomplete items in the work performed by the Contractor ("Punch List Items");

18. Provide assistance to Architect in assembling and transmitting written guarantees, warranties, instruction manuals, other data required of the Contractor;

19. Monitor compliance with all laws (including, limitation, laws pertaining to the Americans with Disabilities Act), and with all rules and regulations that may reasonably be prescribed from time to time by the OPERATOR; and

20. Monitor all costs and expenses of the construction to confirm and verify that at each stage of the construction process there are sufficient remaining funds within the Budget to complete the Project in accordance with the Development Plan, as may be amended by change orders approved by the OPERATOR or as otherwise amended by the OPERATOR and FPDINO, so that at the Completion Date, the Budget will not be exceeded.

(b) Construction and Draw Disbursements. FPDINO shall review and submit to the OPERATOR and/or their delegate if requested, any construction lender and/or construction consultant named by the OPERATOR, all demands for payment made under any contract or agreement with respect to the construction of the Project, or for any labor, materials or services furnished in connection with the construction of the Project, all of which demands for payment

shall be made on the standard form AIA Construction Draw Request or such other form of draw request agreed to by the OPERATOR and FPDINO. All such demands for payment shall include all appropriate lien releases and shall be accompanied by copies of all invoices and such other materials as the OPERATOR or such construction lender shall reasonably require to analyze such demand for payment. FPDINO shall determine whether such labor, material or services have been supplied and completed in accordance, and otherwise consistent with, the Approved Plans and Specifications, and with the general contract or other agreement pursuant to which such labor, materials or services were supplied. FPDINO will notify the OPERATOR and such construction lender, if any, that the amounts due pursuant to the construction contract or relevant agreement relate to the labor, materials, services and work for which payment has been sought and that such work has been completed in accordance with such governing contract or agreement. FPDINO shall also provide such documentation as the OPERATOR or such construction lender deems reasonably necessary to confirm that the requested payment is due. Payments will be made by the OPERATOR or delegate agent and/or such construction lender directly to all proper parties under any contract or agreement with respect to the Project upon compliance with the requirements set forth hereinabove. Soft Costs and Developer Fee shall be paid to FPDINO directly as set forth in Section 13 and the Budget.

(c) Completion of Construction. When the construction of the Project has been substantially completed in accordance with the Approved Plans and Specifications (other than any punch list items), and in accordance with all governmental laws, rules and regulations and when the Project is ready for occupancy, FPDINO shall obtain, on behalf of the OPERATOR, a certification to take effect from the Architect to the extent that the Architect is required under its contract or otherwise agrees to provide such a certification (it being understood that FPDINO shall endeavor to include such requirement in the Architect's contract). At such point in time the construction of the Project shall be deemed substantially completed (the "Substantial Completion of Construction"). During the course of construction and from and after the Substantial Completion of Construction, FPDINO, with approval of OPERATOR, shall, negotiate final settlements with all mechanics, materialmen and subcontractors and, if any mechanic's, materialmen's or similar lien is filed with respect to all or any portion of the Project, take such action at the OPERATOR's cost (or the cost of the contractor or subcontractor responsible therefor to the extent funds are received) as is necessary or appropriate to contest any such liens and to cause all related claims to be settled and such liens to be removed by bonding or otherwise. Following Substantial Completion of Construction, FPDINO shall enforce on behalf of the OPERATOR all warranties, representations and guarantees of the Architect, Contractor and subcontractors, suppliers and materialmen, and all other persons furnishing supplies, materials, equipment, or services in connection with the construction or equipping of the Project, with respect to any defects in the construction of the Project or the installation or operation of any fixture or equipment therein. Upon the Completion of the Project, FPDINO shall (i) deliver to the OPERATOR from the Architect and the Contractor, as appropriate, with respect to the provision of any and all documentation and other materials relating to the Project in their possession to the extent required by the applicable contract, such as, but not limited to, the following:

1. As-built drawings and specifications;
2. Change Orders;

PAGE90F26

3. Reports: soil, testing and balancing reports, termite reports, etc.;
4. Operation maintenance manuals for all equipment;
5. Certifications and test results.
6. Warranties/guarantee on all equipment and available components
7. Keys for all locks;
8. Maintenance stock; and
9. Progress photos taken at least monthly

(d) Legal Actions. At the direction of the OPERATOR, FPDINO shall assist Attorney(s) for the OPERATOR to institute, commence and prosecute on behalf of the OPERATOR and at the OPERATOR's expense, all such legal actions and suits as may be required in connection with the construction of a Project and/or cause the OPERATOR to be defended in connection with any legal action or suit commenced against any of them. All such legal actions, and any and all decisions with respect to the prosecution and defense of such actions, shall be made by the OPERATOR with counsel approved by the OPERATOR.

(e) Design Errors. In no event shall FPDINO have any liability or obligation for any errors or omissions of architects or engineers retained to perform architectural or engineering services in connection with any of the Projects.

4.4 Additional Services. FPDINO shall from time to time upon request of the OPERATOR, provide in connection with the Project(s) additional services not described in Section 4.2 or 4.3 above for an additional fee as provided in Section 13.3. Upon receipt of a request from the OPERATOR for such additional service, FPDINO shall first, before performing any such service, notify the OPERATOR in writing (i) that FPDINO considers the service to be an additional service for which an additional charge shall be made, and (ii) of FPDINO's estimate of the additional fees that will be charged for such service. FPDINO shall not undertake to perform any such additional services unless and until such performance and reimbursement at the rate requested by FPDINO is approved in writing by the OPERATOR.

4.5 Additional Obligations. FPDINO's services under this Agreement shall be subject to the following:

(a) Intentionally blank

(b) In performing its services hereunder, FPDINO shall place emphasis on considerations that will aid in expediting the construction of the Project consistent with the construction standards and procedure agreed to with the OPERATOR. FPDINO acknowledges that time will be of the essence for this Project and agrees to use reasonable care and diligence and

to exercise its commercially reasonable efforts to supervise, coordinate, and direct the work of the Contractor so as to assist the OPERATOR in having the Project completed on or before its established completion date subject however to delays due to Force Majeure; brought on by Medical, Labor or Material supply mitigations.

(c) All recommendations and communications by FPDINO to the OPERATOR and Architect that will affect the cost of the Project shall be made or confirmed by it in writing. All recommendations relating to proposed changes in the work, work schedules, instructions to Contractor, and all other matters requiring action by the OPERATOR, Architect, and/or the Contractor shall be made directly to the OPERATOR and Architect, unless otherwise directed by the OPERATOR. After approval by the OPERATOR and/or Architect, FPDINO shall issue instructions directly to the Contractor.

(d) The services to be performed by FPDINO hereunder, as may be necessary (consultation and related services) may be performed under subcontract with firms reasonably acceptable to FPDINO. No provision of this Agreement shall, however, be construed as constituting an agreement between the OPERATOR and any such person or firm.

4.6 Employees. FPDINO shall employ such employees and/or consultants as shall be necessary or appropriate to enable FPDINO at all times to oversee, arrange, supervise, coordinate and provide the required services to the Projects pursuant to this Agreement. Such employees whether or not those of FPDINO, and FPDINO shall indemnify, defend and hold the OPERATOR harmless from and against all claims made by such employees based on job related illness or injury. The foregoing indemnity shall survive the termination of this Agreement. All matters pertaining to the employment, training, conduct, supervision, compensation, promotion and discharge of such employees shall be the responsibility of FPDINO and FPDINO shall comply with all applicable laws and regulations having to do with worker's compensation, social security, unemployment insurance, hours of labor, wages, working conditions and safety and similar matters with respect to such employees. FPDINO shall designate a consultant or project manager (the "Project Manager") for each Project.

4.7 Emergencies. In the case of emergencies, FPDINO shall use best efforts to notify the OPERATOR immediately, but if FPDINO is unable to reach the OPERATOR, FPDINO shall take whatever action it deems reasonable, to protect, maintain or repair the Project and to protect any person on or about the Project, without the prior consent of the OPERATOR except to the extent of any contingency set forth in the Budget. In any event, FPDINO shall notify the OPERATOR of any emergencies as soon as possible. For purposes of this Section 4.7, the term "emergencies" shall mean any immediate threat or occurrence of damage or injury to persons or property.

4.8 Lender and Legal Compliance. FPDINO shall be responsible for the planning and development of the Project in compliance with all terms and conditions in any mortgages, other security instruments or similar encumbrances affecting any the Project provided that copies of such instruments have been made available to FPDINO. FPDINO shall also be responsible for ensuring that the Project is designed by the consultants and completed by the Contractor in compliance with all applicable laws including, without limitation, all building, zoning, fire,

handicap access, environmental and similar laws, rules and regulations of all state, federal and local authorities having jurisdiction over the Project.

4.9 Project Information. FPDINO shall make the Project Manager for each Project and its other personnel available at reasonable times for communications with the OPERATOR and will keep the OPERATOR advised of matters affecting the Project and will provide regular updates regarding the status of the Project.

4.10 OPERATOR Information. The OPERATOR for each Project shall make personnel available at reasonable times for communication with FPDINO, and will cooperate with FPDINO as reasonably necessary and will provide FPDINO such information as FPDINO may reasonably require to perform its services hereunder.

ARTICLE 5 FPDINO'S AUTHORITY

FPDINO shall have only the power and authority expressly delegated to it hereunder. FPDINO shall not be permitted to execute any agreement on behalf of, or in the name of the OPERATOR unless specifically authorized by OPERATOR or OPERATOR's delegate or counsel in writing. The OPERATOR shall timely execute such agent authorizations, consents and similar documents as may be required to permit FPDINO to assist and represent the OPERATOR's interest in the Project and otherwise comply with the express and implied intent of this Agreement.

ARTICLE 6 INSURANCE AND INDEMNIFICATION

6.1 Property Coverage. FPDINO shall assist the OPERATOR to procure and maintain for each Project, on behalf of the OPERATOR and at OPERATOR's cost (to be pro-rated and charged to applicable projects the Project as a Development Cost in accordance with the Project Budgets), the following insurance against property damage:

- (a) All-risk coverage in an amount equal to full replacement cost.
- (b) Machinery insurance, if required by the OPERATOR or any lender, and flood insurance, if available, in each case in amounts required by the OPERATOR or any lender.
- (c) Demolition and increased cost of construction coverages.
- (d) With respect to and during the construction of the Project, builder's risk insurance and other associated coverage with limits equal to the replacement value of the Property, with OPERATOR and any lender as the named insured.
- (e) With respect to improvements under construction, the following additional requirements shall apply:



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1. Such insurance shall be provided to the OPERATOR and any lender as the named insured.
2. Such insurance shall, if available, provide coverage against losses during construction resulting from design defects.
3. All of such insurance may be provided under a blanket policy, provided that such blanket policy will, in all events, provide the OPERATOR and any lender the protection against Loss specified above. The insurance coverages required under this Section 6.1 shall in no event provide for deductibles in excess of\$ (TBD) per occurrence, without the approval of the OPERATOR.

6.2 Loss of Use of Property. If requested in writing by the OPERATOR for any the completed Project, FPDINO shall maintain, at the OPERATOR's cost and expense (to be charged to the Project as a Development Cost in accordance with the applicable Project Budgets), insurance against loss of rental income from the Project (or business interruption insurance, if applicable).

6.3 Liability Coverages. FPDINO shall maintain, or cause to be maintained, liability insurance coverages relating to the Project, naming the OPERATOR as additional insured, at the OPERATOR's sole cost and expense (to be pro-rated and charged to applicable the Projects as a Development Cost in accordance with the Project Budgets) as follows:

- (a) Commercial general liability insurance in an amount not less than \$1,000,000 combined single limit with an aggregate limit of\$2,000,000.00. The aggregate limit is to apply separately to each Project.
- (b) Automobile liability insurance covering owned, hired or non-owned vehicles with a combined single limit of not less than \$1,000,000.00 each accident.
- (c) Workers' compensation in accordance with statutory requirements including employer's liability insurance with limits not less than \$100,000.00.
- (d) With respect to property under construction, including the initial development and construction of the Project, FPDINO shall cause the Contractors and subcontractors to provide the following insurance coverages:

1. Commercial general liability insurance, including products and completed operations coverage, with a combined single limit of not less than \$1,000,000.00 with an aggregate limit of \$2,000,000.00. The aggregate limit is to apply separately for each Project
2. Automobile liability insurance covering owned, hired and non-owned vehicles, with a combined single limit of not less than \$1,000,000.00 each accident.

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3. Workers' compensation in accordance with statutory requirements including employer's liability insurance with limits of not less than \$100,000.00.

(e) FPDINO shall cause the Contractor to maintain umbrella or excess liability insurance with limits of not less than \$5,000,000. Such insurance shall be in excess of all liability coverage required above.

(f) If required by any lender making a loan relating to a specific Project, or if reasonably requested by the OPERATOR, FPDINO will require higher limits of coverage to be carried by the Contractor and Subcontractors.

(g) Such additional insurance against other risks of loss to the Project as, from time to time, may be required by any lender making a loan relating to the Project, or which may reasonably be deemed desirable by the OPERATOR and which additional insurance is requested by the OPERATOR in writing.

All liability insurance policies shall be written on an occurrence basis. The required coverages may be provided by a blanket, multi-location policy, if such policy provides a separate aggregate limit per occurrence for the benefit of the Project. Except as otherwise provided herein, no deductibles shall be permitted in any of the policies required under this Article 6 without the approval of the OPERATOR.

6.4 General Insurance Requirements.

(a) Required Provisions. All insurance policies required under this Article 6 shall:

1. be issued in a form and contain terms, all as reasonably approved by the OPERATOR.

2. provide that such policies shall not be canceled nor shall any material change be made therein without at least thirty (30) prior written notice to the OPERATOR (or such shorter period of prior written notice as is then commercially available),

3. except as otherwise provided above, name the OPERATOR as an additional insured, and

4. provide that any loss shall be payable to the OPERATOR notwithstanding any act or negligence of FPDINO which might otherwise result in forfeiture of such insurance. All insurance required by this Article 6 shall be a cost of the Project to be paid by the OPERATOR.

(b) Rating. All insurers providing the coverages specified in this Article 6 shall be rated A or better.

(c) Certificates of Insurance. FPDrNO shall provide the OPERATOR with certificates evidencing the insurance coverages required by this Article 6 (by Contractor) prior to the commencement of any activity or operation which could give rise to a loss to be covered by such insurance. Each certificate shall state that at least thirty (30) days' notice shall be given to the OPERATOR (or such shorter period of prior written notice as is then commercially available) prior to the amendment, termination or cancellation of any policy evidenced thereby. Replacement certificates shall be sent to the OPERATOR as policies are renewed, replaced or modified.

(d) Investigation of Claims. FPDINO shall promptly investigate and make a full, timely, written report to any insurance company providing coverage, with a copy to the OPERATOR, of all accidents, claims, or damage relating to ownership, operation and maintenance of the Project, any damage or destruction to the Project and the estimated cost of repair thereof, and shall prepare any and all further reports required by any such insurance company in connection therewith. FPDrNO shall have no right to settle, compromise or otherwise dispose of any claims, demands or liabilities, whether or not covered by insurance, exceeding \$50,000.00, without the prior written consent of the OPERATOR.

6.5 Waiver of Subrogation. FPDINO shall furnish whatever information is reasonably requested by the OPERATOR for the purpose of establishing the placement of insurance coverages and shall aid and cooperate in every reasonable way with respect to such insurance and any loss thereunder. All policies covering real or personal property which either party obtains affecting the Projects shall include a clause or endorsement denying the insurer any rights of subrogation against the other party to the extent rights have been waived by the insured before the occurrence of injury or loss, if the same are obtainable, and if there is any additional charge for such clause or endorsement, such charge shall be paid by the party benefiting from the same.

6.6 Indemnification.

(a) The OPERATOR hereby agrees that it shall protect, defend, indemnify, and hold harmless FPDINO to the fullest extent permitted by law from and against any and all claims, proceedings, investigations, and all loss, costs, damages, liability, and expenses (including court costs and reasonable attorneys' fees): (a) arising out of any negligent actions or omissions or willful misconduct by the OPERATOR or its agents or employees, or (b) arising out of any breach or violation of this Agreement by the OPERATOR. The obligations of the OPERATOR arising under this Section 6.6(a) during the Term of this Agreement shall survive expiration or sooner termination thereof.

(b) FPDINO agrees to protect, defend, indemnify, and hold the OPERATOR harmless to the fullest extent permitted by law from and against any and all claims, proceedings, investigations, and all loss, costs, damages, liability, and expenses (including court costs and reasonable attorneys' fees): (a) arising out of any negligent actions or omission or willful misconduct by FPDINO or its agents or employees; or (b) arising out of any breach or violation of this Agreement by FPDINO. The obligations of FPDINO arising under this Section 6.6(b) during the Term of this Agreement shall survive expiration or sooner termination thereof.

ARTICLE 7

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ARTICLE 8
TERMINATION

8.1 Termination.

Either party shall have the right to terminate this Agreement with cause upon fifteen (15) days advance notice with respect to the Project. The affected party shall have (30) days to cure defective cause of termination, if to be determined to be fault of defending party. If upon notice the defending party cannot reasonably cure defect(s) within 30 days, they shall be entitled to request an extension to cure for up to an additional (90) days.

Financial settlement shall be determined by a reconciliation of funds due to Developer. If termination for cause is determined to be a failure of by the Developer, all work will cease and all work to date will become the ownership of the OPERATOR. OPERATOR will owe Developer for all successful completed work products and will owe Developer fees based on the value of the completed work products as determined by the prorated amount work completed. If termination for cause is determined to be a failure by the OPERATOR, the funds due will be as earned to date. However, any reconciliation will constitute the first 50% of Developer fee paid at closing as earned.

- (a) During Research and Qualification period, if election is made to terminate for cause, the Developer will be due the Research and Qualification fee.
- (b) During the Entitlement Period, if an election is made to terminate is made for cause, the Developer will be due the soft costs as delineated in the project budget along with the prescribed 15% on those respective costs only.
- (c) In the event a commitment is supplied by underwriter to close on subject loan for Land and total costs of Project, and an election is then made to terminate for cause, the Developer will be due the 50% of Developer fee.
- (d) In any event where an election for termination for cause is made anytime following closing on project funding, the 50% balance due to Developer as stipulated in this Agreement, shall be prorated upon final termination date from an expected (10) month prevailing construction period.
Upon payment of such amounts, the Operator shall have no further liability to FPDINO, nor shall FPDINO have any further liability to the OPERATOR hereunder with respect to such Project(s) excepting only such liability under Section 6.6 hereof as shall by its terms, survive expiration or sooner termination of this Agreement.

(b) (1) Either the OPERATOR or FPDINO shall have the right to terminate this Agreement with respect to any Project(s) at any time for any default by the other party in the performance of its duties hereunder with respect to such Project(s), provided (i) if such default is

a monetary default, that such default continues for a period of ten (10) days after written notice is given to the defaulting party, or (ii) if such default is a nonmonetary default, that such default continues for a period of thirty (30) days after written notice is given to the defaulting party (or if such nonmonetary default cannot reasonably be cured within thirty (30) days, then such nonmonetary default continues for a period of ninety (90) days in the aggregate after written notice is given to the defaulting party); or

(2) Either the OPERATOR or FPDINO shall have the right to terminate this Agreement in its entirety or with respect to any Project, at any time if the other party hereto makes an assignment for the benefit of creditors, or if a receiver, trustee, custodian, guardian, liquidator or similar agent is appointed with respect to such party, or if a petition is filed by or with the consent of any party hereto under any Federal or Florida law concerning bankruptcy, insolvency, reorganization, arrangement, or relief from creditors, or if such a petition is filed against such party and such petition is not dismissed within ninety (90) days thereafter.

(3) Generally, notwithstanding the foregoing, neither party shall have any cure period with respect to a breach caused by such party's fraud or intentional misconduct.

8.2 Other Remedies. The specific remedies to which any party may resort under the terms of this Agreement are cumulative and are not intended to be exclusive of any other remedies or means of redress to which such party may be lawfully entitled in case of the occurrence of a default beyond applicable grace periods by the other party. The termination of this Agreement shall not relieve any party of any of its obligations theretofore accrued under this Agreement prior to the effective date of such termination. Notwithstanding anything herein to the contrary, FPDINO and the OPERATOR shall have no liability hereunder for special or consequential damages that may be incurred by the other parties to this Agreement.

ARTICLE 9 COOPERATION

Should any claims, demands, suits or other legal proceedings be made or instituted by any third person against FPDINO or the OPERATOR which arise out of any of the matters relating to any part of the Project or this Agreement, FPDINO and the OPERATOR shall each give the other, all pertinent information in its possession (excluding any such information which is confidential or proprietary and may be withheld in accordance with Section 15.10 hereof) and reasonable assistance in the defense or other disposition thereof.

ARTICLE 10 DELAYS

Neither party shall be liable for its failure to perform its obligations hereunder due to Force Majeure. For purposes hereof, Force Majeure shall mean any incident resulting in restrictions upon the continuation of the Project by governmental authorities, unusual difficulty or inability in obtaining services or supplies from sources usually used (that are beyond the control of the service provider or Contractor retained by FPDINO and/or the OPERATOR), unusually bad weather conditions, labor difficulties, but not limited to (beyond the control of FPDINO or its employees

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and/or agents), the other party' failure to perform its obligations hereunder or any other causes beyond such party's reasonable control. Either party claiming any such delay shall provide notice of such claim promptly after the occurrence of the event causing such delay. In the case of a continuing delay, only one claim shall be required. Each such claim shall provide an estimate of the probable impact of such delay on the Projects.

ARTICLE 11 CONSENT;APPROVAL

Whenever in this Agreement the consent or approval of any party is required, such consent or approval shall be in writing only (including email), shall not be unduly delayed and shall only be effective if given by a duly authorized officer or agent for the party granting such consent or approval.

ARTICLE 12 NOTICES

The venue for this project shall be Manatee County, Florida. All notices and other communications provided for herein shall be in writing and shall be sent to the address set forth below (or such other address as a party may hereafter designate for itself by written notice to the other parties as required hereby) of the party for whom such notice or communication is intended:

If to the OPERATOR:

Bradenton Classical Academy Inc.
P.O. Box 14621 Bradenton, FL 34280
Attention Sherri Davidson
sherri.davidson.classicaledu@gmail.com

ffto FPDINO:

FP Dino SB, LLC
2234 North Federal Highway
Suite 470
Boca Raton, Florida 33431
Attention: Frank P. Dino, Manager
Fax: (561) 276-4285

Email: fdino@fpdino.com

Any notice or communication shall be sufficient if sent by registered or certified mail, return receipt requested, postage prepaid; by hand delivery; by overnight courier service (such as UPS or FedEx); or by facsimile or email, with an original by regular mail. Any such notice or communication shall be effective the earlier of (i) the date when received by the addressee, or (ii) the date sent if sent by overnight courier for next business day delivery and actually received on the next business day. (Email will be the preferred method of communication).

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ARTICLE 13
COMPENSATIO

13.1 **Development Fee.** In addition to the sums the OPERATOR is specifically obligated to reimburse to FPDINO related to approved costs and expenditures as described in this Agreement, FPDINO shall receive for its services described in Sections 4.1 and 4.2 in developing each Project in accordance with this Agreement a development fee (the "Development Fee") equal to fifteen percent (15%) of the total Costs for the Project as set forth in the final total loan Budget approved by the OPERATOR, excluding the Research/Prequalification Fee and excluding third-party out-of-pocket costs and expenses as defined in Section 4.1(c) payable as follows:

(a) After execution of this Agreement, OPERATOR shall agree to pay to FPDINO a research/ prequalification fee in the amount of Two Hundred Fifty Thousand Dollars (\$250,000.00) (the "Research/ Prequalification Fee"). The initial Research/ Prequalification Fee shall be due to FPDINO simultaneously with the execution of this Agreement to be paid from the Bond or alternate subsequent financing; Project costs will be paid incrementally by the OPERATOR to contract vendors in the form of a monthly draw as earned from loan funds received by Bond funded by Lender/ Bond Purchaser for each Project. FPDINO shall be reimbursed on a monthly basis as set forth in Section 4.1(c). The balance of the Research and Qualification fee if any, shall be paid as soon as additional funds are available from Bond funding or alternative funding.

(b) Upon the OPERATOR's lease or purchase of the Parcel for any Project, the OPERATOR shall pay FPDINO one-half (1/2) of the total Development Fee for the Project along with any portion of the unpaid Research and Qualification fee, as well as soft costs and expenses incurred to date.

(c) The OPERATOR shall pay FPDINO the remaining unpaid balance of the Development Fee in equal monthly installments during and for the Project prior to disbursement of the final Construction draw. If the construction period is scheduled for (9) consecutive months. FPDINO shall be paid 1/8 of remaining balance in (8) consecutive monthly payments, in order to maintain fiscal compliance and project completion, and shall be a contingency of the as stated above, any outstanding balance will be paid upon closing on financing obtained by the OPERATOR.

13.2 **Reimbursable Expenses.** Except as herein expressly provided, all expenses incurred by FPDINO under this Agreement shall be paid by FPDINO, unless the OPERATOR has previously approved such expenses under the provisions of the Budget and agreed in writing to pay them directly.

ARTICLE 14
Intentionally blank

ARTICLE 15

MISCELLANEOUS

15.1 Entire Agreement. This Agreement contains the entire agreement between the parties respecting the matter herein set forth and supersedes all prior agreements between the parties hereto respecting such matters.

15.2 Bind and Inure. The rights, duties and obligations of the parties to this Agreement shall be binding upon and inure to the benefit of the respective successors and permitted assigns of such parties.

15.3 Amendment. This Agreement may not be amended or modified except by an instrument in writing and signed by all parties hereto.

15.4 Governing Law; Waiver of Jury Trial. This Agreement shall be governed and construed in accordance with the laws of the State of Florida without regard to its conflicts of laws rules. The state courts of Manatee County, Florida shall be the exclusive venue for resolution of any disputes by the parties, and the parties expressly consent to such jurisdiction and venue. Each party hereto waives the right of trial by jury in any action brought in connection with this Agreement.

15.5 Headings. The headings used in this Agreement are for convenience only and are not to be considered in connection with the interpretation or construction of this Agreement.

15.6 No Waiver. The failure of any party to seek redress for violation of, or to insist upon the strict performance of, any covenant, agreement, provision or condition of this Agreement shall not constitute a waiver thereof nor prevent any subsequent act, which would have originally constituted a violation, from having all the force and effect of an original violation.

15.7 Counterparts. This Agreement may be executed in several counterparts, each of which shall be an original of this Agreement, but all of which, taken together, shall constitute one and the same agreement.

15.8 Other Interests. Subject to the limitations, any party may, individually or with others, be engaged with respect to, or possess an interest in, any other projects and ventures of any kind or nature, whether or not competitive with the subject Projects, and the other parties shall not, by virtue of this Agreement, have any rights to any such project or any income, profits or compensation derived therefrom.

15.9 Non-Recourse. The OPERATOR hereby agrees that in no event shall FPDfNO have any liability for amounts due and owing the architect, engineers, Contractor or others with whom or which the OPERATOR may enter into contracts in accordance with this Agreement.

15.10 Confidentiality. Each party to this Agreement agrees that it will not disclose any oral or written information about the transactions contemplated herein to anyone without the prior written approval of the other parties hereto involved in such transactions except as may be required by law. After termination of this Agreement as to any Project(s), FPDfNO shall return to the

OPERATOR any documents and written information produced by and belonging to the OPERATOR related to such Project(s) in the possession of FPDINO or its attorneys, agents or other consultants. and the OPERATOR shall return to FPDINO any documents and written information produced by and belonging to FPDINO related to such Project(s) in their possession or their respective attorneys, agents or other consultants. The provisions of this Section 15.10 shall survive the cancellation or termination of this Agreement.

15.11 Exhibits. The exhibits listed below (some of which) are hereby attached hereto and incorporated herein (balance of which shall be procured post agreement execution):

- Exhibit A The Project described within this Agreement: Sample Timeline enclosed
- Exhibit B Sources and Use of Funds TBD
- Exhibit C Conceptual Project Site Plan TBD
- Exhibit D Parcel TBD
- Exhibit E Proforma Bond Financing.

IN WITNESS WHEREOF, the parties have caused this Agreement to be duly executed as of the date first above written.

By: Sherri Davidson
Bradenton Classical Academy

 4/15/24
Its Board Chair

By Frank Dino

FPDinoSH

Its Manager

5/1/24

EXHIBIT A
PLANNED PROJECT

- L Development of a new Charter School Project in the Manatee County School District with a concentration in the areas designated within the Bradenton Classical Academy application submitted to the District or in the closest region available that is demographically feasible.

EXHIBITB
SOURCES AND USES OF FUNDS

b TBD

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EXHIBIT C
CONCEPTUAL PROJECT SITE PLAN

le **TBD**

PAGE 24 OF 26

EXHIBIT D
PARCEL

TBD

PAGE25 OF 26

EXHIBITE
PROFORMA BOND FINANCING

2.: TBD

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ATTACHMENT V
Not Applicable at this time

ATTACHMENT W

69 - 62 1

| | | | | | |
|---|-----|------------|---|---------|------------|
| 5. Discretionary Millage Compression Allocation | | | | | |
| .748 Mills (UFTE share) | (b) | 0 | x | 0.5245% | \$ |
| 6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share) | (f) | 4,380,007 | x | 0.5588% | \$ 24,475 |
| 7. Mental Health Assistance Allocation (Non-Scholarship UFTE share) | (f) | 2,785,253 | x | 0.5585% | \$ 15,556 |
| 8. Discretionary Local Mort (WFTE share) | (c) | 51,826,703 | x | 0.5353% | \$ 277,428 |
| 9. Proration to Funds Available (WFTE share) | (c) | (399,125) | x | 0.5353% | -\$ 2,137 |

10. aass Size Rednction Fnnds:

| | | | | | | | |
|-------|---------------------------------------|---|--------|---|------------------------------------|---------|---------|
| | Wei:!!ted FTE (not includini::Add-On) | X | CWF | X | Allocation factors | | |
| PK- | 244.4160 | | 1.0000 | | 947.58 | 231,606 | |
| 4-8 | 67.4560 | | 1.0000 | | 804.74 | 61,030 | |
| B-12 | 0.0000 | | 1.0000 | | 806.83 | 0 | |
| Total | 311.8720 | | | | | | |
| | | | | | Total aass Size Reduction Funds I. | \$ | 292,636 |

(*Total FTE should equal total In &ctwn 1, column (4) and should not include any addltwnal FTEfrom &ct/on 1)

11. Stndnt transportation

| | | | | |
|--|---------------------------|-----------------------------------|--------------------------------------|--------------|
| Enter All Adjusted Fundable Riders f-----o-----i x | | 564 | \$ | |
| Enter All Adjusted ESE Riders -----o-----x | | 1,757 | \$ | |
| 1. Federally Connected Student Supplement (I) | | | | |
| <u>Impact Aid Student Type</u> | <u>Number of Students</u> | <u>Exempt Property Allocation</u> | <u>Impact Aid Student Allocation</u> | <u>Total</u> |
| 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 | | | \$ | 2,327,242 |

| | | | | |
|--|--|-----|----|-----------|
| 14. Total Less Salary Increase Allocation (for administrative fee calculation) | | (k) | \$ | 2,232,188 |
|--|--|-----|----|-----------|

15. Funding for the purpose or calculating the administrative fee for ESE charter schools.

If you have more than a 75% ESE student population, please place a 1 in the following box:

| | |
|-----|----|
| (l) | \$ |
|-----|----|

NOTES.

- Additional FTE includes FTE earned through Advanced Placemnt, Intwnational 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(i)-(p), F.S.
- District allocations multiplied by percentage from item 2A.
- District allocations multiplied by percentage from item 2B.
- District allocations multiplied by percentage from item 2C.
- District allocations multiplied by percentage from item 2D.
- District allocations multiplied by percentage from item 2E.
- 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.
- 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.
- 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.
- Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specifically allocated by the Legislature for teacher compensation.
- Consistent with s. 1002.33(10)(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)(d), 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 for schools with more than 250 students, divide the school population in W 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.(1), F.S., do the same calculation based upon 5% of available funds including 5% of the 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 for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

F_EFP categorical funding are recalculated during the year W reflect the revised number of full-time WJUIvalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow W districts from state sources and from county tax collectors on various distribution schedules.

Chate! SchJII Enrollment

| | | | | | | | | | | | | | | | |
|---|--------------|-------------|-----------|--------------|-------------|-----------|--------------|-------------|-----------|--------------|-------------|-----------|--------------|-------------|-----------|
| Overall District Enrollment | 50,491.9 | 53,739.51 | 50,464.74 | 50,491.91 | 53,739.51 | 50,464.74 | 50,491.9 | 53,739.51 | 50,464.7 | 50,491.91 | 53,739.5 | 50,464.7 | 50,491.9 | 53,739.51 | 50,464.7 |
| Charter Percentage of District | 0.55850% | 0.52480% | 0.55880% | 0.68920% | 0.64760% | 0.68960% | 0.81990% | 0.77040% | 0.82040% | 0.95060% | 0.89320% | 0.95120% | 1.08140% | 1.01600% | 1.08190% |
| UFTE Shares (unweighted Full Time Enrollment) | | | | | | | | | | | | | | | |
| Discretionary Millage Compression Allocation | \$0 | 0.52450% | \$0 | rol | 0.64724% | rol | rol | 0.76999% | \$0 | rol | 0.89275% | \$0 | rol | 1.01550% | rol |
| UFTE Non-Scholarship Shares | | | | | | | | | | | | | | | |
| Mental Health Assistance Allocation | \$2,874,426 | 0.55950% | \$16,054 | \$2,874,426 | 0.68920% | \$19,811 | \$2,874,426 | 0.81990% | \$23,567 | \$2,874,426 | 0.95060% | \$27,324 | \$2,874,426 | 1.08140% | \$31,084 |
| UFTE Non-Virtual Shares | | | | | | | | | | | | | | | |
| Educational Enrichment Shares | \$13,690.85 | 0.52480% | \$71,850 | \$13,690.86 | 0.64760% | \$88,662 | \$13,690.86 | 0.77040% | \$105,474 | \$13,690.86 | 0.89320% | \$122,287 | \$13,690.86 | 1.01600% | \$139,099 |
| UFTE Non-Scholarship and Non-Virtual Shares | \$4,520,238 | 0.55880% | \$ | \$4,520,238 | 0.68960% | \$ | \$4,520,238 | 0.82040% | \$ | \$4,520,238 | 0.95120% | \$42,907 | \$4,520,238 | 1.08190% | \$48,904 |
| Weighted Full Time Enrollment | | | | | | | | | | | | | | | |
| Discretionary Local Effort | \$53,486,001 | 0.53320% | \$285,187 | \$53,486,001 | 0.64901% | \$347,132 | \$53,486,001 | 0.76480% | \$409,058 | \$53,486,001 | 0.88058% | \$470,981 | \$53,486,001 | 0.99636% | \$532,911 |
| Prorated to Funds Available | -\$411,903 | 0.53320% | -\$2,161 | -\$411,903 | 0.64901% | -\$2,673 | -\$411,903 | 0.76400% | -\$3,150 | -\$411,903 | 0.88058% | -\$3,627 | -\$411,903 | 0.99635% | -\$4,104 |
| Class Size Reduction Funds | | | | | | | | | | | | | | | |
| Class Size Reduction Funds (PK-31) | 243.22 | \$977.93 | \$237,848 | 243.22 | \$1,009.24 | \$245,463 | 243.22 | \$1,041.55 | \$253,322 | 243.22 | \$1,074.90 | \$261,433 | 243.22 | \$1,109.31 | \$269,802 |
| Class Size Reduction Funds (4-12) | 67.46 | \$933.71 | \$62,984 | 134.91 | \$%3.60 | \$130,001 | 202.37 | \$994.45 | \$201,245 | 269.82 | \$1,026.29 | \$276,918 | 337.28 | \$1,069.15 | \$357,229 |
| Class Size Reduction Funds (9-12) | 0.00 | \$935.97 | \$0 | 0.00 | \$%6.93 | \$0 | 0.00 | \$996.88 | \$0 | 0.00 | \$1,028.77 | \$0 | 0.00 | \$1,061.71 | \$0 |
| Class Size Reduction Totals | 310.67 | | \$300,832 | 378.13 | | \$375,464 | 445.58 | | \$454,567 | 513.04 | | \$538,350 | 580.50 | | \$627,031 |
| Transportation Funds | | | | | | | | | | | | | | | |
| Transportation - All Eligible Riders | 0 | \$564.00 | \$0 | 0 | \$582.06 | \$0 | 0 | \$600.69 | \$0 | 0 | \$619.92 | \$0 | 0 | \$639.15 | \$0 |
| Transportation - ESE Riders | D | \$1757.00 | rol | D | \$1,813.23 | rol | D | \$1,871.31 | rol | D | \$1,931.22 | rol | 0 | \$1,991.25 | rol |
| Total Transportation Funding | | | rol | | | rol | | | rol | | | rol | | | rol |
| Federal Connected Student Supplement Funds | | | | | | | | | | | | | | | |
| Federal Military & Indian Lands | 0.00 | \$0.00 | \$0 | 0.00 | \$0.00 | \$0 | 0.00 | \$0.00 | \$0 | 0.00 | \$0.00 | \$0 | 0.00 | \$0.00 | \$0 |
| Federal Civilian on Federal Lands | 0.00 | \$0.00 | \$0 | 0.00 | \$0.00 | \$0 | 0.00 | \$0.00 | \$0 | 0.00 | \$0.00 | \$0 | 0.00 | \$0.00 | \$0 |
| Federal Students with Disabilities | DOD | \$0.00 | \$0 | 0.00 | \$0.00 | \$0 | 0.00 | \$0.00 | \$0 | 0.00 | \$0.00 | \$0 | 0.00 | \$0.00 | \$0 |
| Fed. Connected Student Supplement | 0.00 | | \$0 | 0.00 | | \$0 | 0.00 | | \$0 | 0.00 | | \$0 | 0.00 | | \$0 |
| IFL Teachers Classroom Instruction Assistance Program | 191 | \$103,201 | \$1,961 | 221 | \$106,511 | \$2,343 | 211 | \$109,921 | \$2,781 | 311 | \$113,431 | \$3,511 | 341 | \$117,071 | \$3,980 |
| FEFP Totals | | | | | | | | | | | | | | | |
| Total FEFP Funding | | \$2,365,395 | | | \$2,919,730 | | | \$3,490,484 | | | \$4,076,661 | | | \$4,678,698 | |
| Per Student Average | | \$8,388 | | | \$8,390 | | | \$8,431 | | | \$8,493 | | | \$8,569 | |
| District Percentage Fee | | 500% | | | 500% | | | 500% | | | 500% | | | 500% | |
| Minimum Students For Fee | | 250 | | | 250 | | | 250 | | | 250 | | | 250 | |
| Amount Designated for TSIA (Excluded from Fees) | | | | | | | | | | | | | | | |
| Maintenance Portion (4.52% or base) | | \$73,212 | | | \$90,389 | | | \$100,045 | | | \$126,191 | | | \$144,835 | |
| Growth Portion (1.41% or base) | | \$22,838 | | | \$28,197 | | | \$33,704 | | | \$39,361 | | | \$45,181 | |
| TSIA Designated Totals | | \$96,050 | | | \$118,585 | | | \$141,749 | | | \$165,555 | | | \$190,015 | |
| Total District Fee | | \$100,592 | | | \$100,616 | | | \$101,109 | | | \$101,852 | | | \$102,763 | |
| Total TO Reallocate TO Capital Outlay | | \$12,876 | | | \$39,411 | | | \$66,328 | | | \$93,704 | | | \$121,671 | |

ATTACHMENT X

Bradenton Classical School **Five Year Budget Projections** **Complete Budget - Manatee County**

| | | Estimated Enrollment | | 282 | 348 | 414 | 480 | 548 |
|-------------------|-----|---|---------------|-------------|-------------|-------------|-------------|-------------|
| Func | Obj | Description | Planning Year | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Income | | | | | | | | |
| FEFP Calculations | | | | | | | | |
| 3310-01 | | Base FEFP Funding | | \$1,619,724 | \$1,889,755 | \$2,380,377 | \$2,791,817 | \$3,204,304 |
| 3318-02 | | | | \$46,725 | \$58,065 | \$70,539 | \$83,013 | \$95,487 |
| 3310-03 | | FEFP- Supplemental Academic Instruction | | \$71,850 | \$88,662 | \$105,474 | \$122,287 | \$139,099 |
| 3318-05 | | FEFP- Safe Schools Allocation | | \$25,259 | \$31,172 | \$37,084 | \$42,997 | \$48,904 |
| 3310-08 | | FEFP- Mental Health Assistance Allocation | | \$16,054 | \$19,811 | \$23,567 | \$27,324 | \$31,084 |
| 3318-12 | | FEFP- Discretionary Local Effort | | \$285,187 | \$347,132 | \$409,058 | \$470,985 | \$532,911 |
| 3318-13 | | FEFP- Proration to Funds Available | | -\$2,196 | -\$2,673 | -\$3,150 | -\$3,627 | -\$4,104 |
| 3318-16 | | FEFP- Teachers Classroom Support Assistance Program | | \$1,961 | \$2,343 | \$2,968 | \$3,516 | \$3,980 |
| 3355 | | Class Size Reduction Allocations | | \$300,832 | \$375,464 | \$454,567 | \$538,350 | \$627,031 |
| | | FEFP Subtotals | | \$2,365,395 | \$2,919,730 | \$3,490,484 | \$4,076,661 | \$4,678,698 |

School Lunch Program

| | | | | | | | | |
|------|--|---------------------------------------|--|-----------|-----------|-----------|-----------|-----------|
| 3261 | | NSLP - School Lunch Reimbursement | | \$62,582 | \$76,752 | \$91,512 | \$106,272 | \$121,032 |
| 3262 | | NSLP - School Breakfast Reimbursement | | \$5,040 | \$3,780 | \$4,482 | \$5,184 | \$5,886 |
| 3451 | | Sellin Student Lunches | | \$40,932 | \$50,146 | \$59,976 | \$69,192 | \$79,020 |
| 3452 | | Sellin Student Breakfasts | | \$8,928 | \$11,088 | \$13,176 | \$15,336 | \$17,424 |
| | | School Lunch Program Subtotals | | \$117,482 | \$141,766 | \$169,146 | \$195,984 | \$223,362 |

Other Income Sources

| | | | | | | | | |
|-------|--|-------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| 13397 | | Charter School Capital Outlay Funds | | | | \$267,560 | \$322,064 | \$390,342 |
| 13473 | | School-Age Child Care Fees | | \$74,205 | \$82,430 | \$110,025 | \$134,474 | \$152,666 |
| 13495 | | Other Miscellaneous Local Sources | | \$224,754 | \$277,356 | \$329,958 | \$382,560 | \$435,162 |
| 13720 | | Loan Proceeds | \$500,000 | | | | | |
| | | Other Income Sources Subtotals | \$500,000 | \$298,959 | \$369,786 | \$707,543 | \$839,098 | \$968,171 |

| | | | | | | |
|--------------|-----------|-------------|-------------|-------------|-------------|-------------|
| Total Income | \$500,000 | \$2,791,837 | \$3,431,284 | \$4,367,173 | \$5,111,744 | \$5,870,230 |
|--------------|-----------|-------------|-------------|-------------|-------------|-------------|

Expenses

5100 - Basic Instruction

| | | | | | | | | | |
|------|-----|--|-----------|-------------|-------------|-------------|-------------|-------------|---|
| 5100 | 120 | Instr - Classroom Teacher Salaries | \$1 | \$797,500 | \$871,948 | \$1,177,680 | \$1,375,529 | \$1,591,898 | 1% COL for all Emp, 3% Highly Effective, 2% Effective |
| 5100 | 130 | Instr - Other Certified Staff/MellTJr | | \$131,000 | \$154,531 | \$177,448 | \$179,172 | \$180,914 | |
| 5100 | 140 | Instr - Substitute Teachers | | \$23,000 | \$26,000 | \$31,000 | \$26,000 | \$31,000 | |
| 5100 | 160 | Instr - Other Support Personnel | | \$24,000 | \$24,240 | \$36,724 | \$37,091 | \$37,462 | |
| 5100 | 210 | Instr - Retirement | | \$28,125 | \$34,372 | \$41,606 | \$47,604 | \$54,160 | |
| 5100 | | | | \$72,101 | \$88,030 | \$106,477 | \$121,772 | \$138,491 | |
| 5100 | | | | \$76,500 | \$90,900 | \$110,171 | \$129,818 | \$145,164 | |
| 5100 | | | | \$11,781 | \$14,384 | \$17,388 | \$19,897 | \$22,629 | |
| 5100 | | | | \$4,536 | \$5,184 | \$6,480 | \$7,128 | \$7,992 | |
| 5100 | 360 | Instr - | | \$5,000 | \$5,100 | \$5,202 | \$5,306 | \$5,412 | |
| 5100 | 510 | Instr - | \$19,740 | \$17,922 | \$21,321 | \$24,720 | \$28,119 | \$29,963 | Initial purchase @ \$70/scholar then \$50/scholar recurring |
| 5100 | 520 | Instr - Textbooks | \$98,700 | \$30,420 | \$48,388 | \$55,117 | \$304,028 | \$349,888 | Base \$36/scholar - Hildebrand recommends \$250/scholar |
| 5100 | 644 | Instr - Computer Hardware/Software Non Capitalized | \$18,000 | \$3,000 | \$5,150 | \$4,244 | \$4,371 | \$4,502 | |
| 5100 | 730 | Instr - Dues and Fees | | \$282 | \$365 | \$431 | \$509 | \$591 | |
| 5100 | 750 | Instr - Other Personnel Services | | \$21,000 | \$24,000 | \$30,000 | \$33,000 | \$37,000 | Payroll Services |
| | | Total For 5100 (Basic Instruction) | \$137,440 | \$1,236,168 | \$1,513,902 | \$1,824,696 | \$2,319,345 | \$2,634,918 | |

5200 - Exceptional Education

| | | | | | | | | | |
|------|-----|---|--|-----------|-----------|-----------|-----------|-----------|--|
| 5200 | 120 | ESE - Classroom Teacher Salaries | | \$84,000 | \$107,111 | \$118,883 | \$153,618 | \$166,080 | |
| 5200 | 210 | ESE - Retirement | | \$2,520 | \$3,213 | \$3,567 | \$4,609 | \$4,982 | |
| 5200 | 220 | ESE - FICA | | \$6,426 | \$8,194 | \$8,085 | \$11,752 | \$12,705 | |
| 5200 | 230 | ESE - Group Insurance | | \$4,500 | \$9,090 | \$8,181 | \$9,273 | \$14,048 | |
| 5200 | 240 | ESE - Worker's Compensation | | \$1,050 | \$1,339 | \$1,486 | \$1,920 | \$2,076 | |
| 5200 | 250 | ESE - Unemployment Compensation | | \$648 | \$648 | \$648 | \$864 | \$864 | |
| 5200 | 310 | ESE - Professional and Technical Services | | \$17,640 | \$20,563 | \$23,596 | \$29,417 | \$32,733 | |
| 5200 | 510 | ESE - Supplies | | \$615 | \$765 | \$921 | \$1,082 | \$1,250 | |
| 5200 | 750 | ESE - Other Personnel Services | | \$3,000 | \$3,000 | \$3,000 | \$4,000 | \$4,000 | |
| | | Total For 5200 (Exceptional Education) | | \$120,399 | \$153,923 | \$170,587 | \$216,534 | \$236,735 | |

6100 - Pupil Services

| | | | | | | | | | |
|------|-----|--|--|----------|----------|-----------|-----------|-----------|--|
| 6100 | 130 | PupServ- Other Certified Staff/MellTJr | | \$60,000 | \$60,600 | \$61,206 | \$61,818 | \$62,436 | |
| 6100 | 160 | PupServ- Other Support Personnel | | | | \$33,622 | \$33,959 | \$34,298 | |
| 6100 | 210 | PupServ- Retirement | | \$1,800 | \$1,818 | \$2,845 | \$2,873 | \$2,802 | |
| 6100 | 220 | PupServ- FICA | | \$4,590 | \$4,636 | \$7,254 | \$7,327 | \$7,400 | |
| 6100 | 230 | PupServ- Group Insurance | | \$4,500 | \$4,545 | \$9,181 | \$9,273 | \$9,365 | |
| 6100 | 240 | PupServ- Worker's Compensation | | \$750 | \$758 | \$1,185 | \$1,197 | \$1,206 | |
| 6100 | 250 | PupServ- Unemployment Compensation | | \$216 | \$216 | \$432 | \$432 | \$432 | |
| 6100 | 750 | PupServ- Other Personnel Services | | \$1,000 | \$1,000 | \$2,000 | \$2,000 | \$2,000 | |
| | | Total For 6100 (Pupil Services) | | \$72,856 | \$73,572 | \$117,725 | \$118,873 | \$120,043 | |

Bradenton Classical School

Five Year Budget Projections

Complete Budget - Manatee County

| 6400 - Instructional Staff Training | | | | | | | | | | | |
|--|------|-----|---|--|-----------|-----------|-----------|-----------|-----------|-----------|---|
| | 6400 | 120 | ProfDev - Classroom Teacher Salaries | | | \$38,365 | \$23,019 | \$27,260 | \$31,298 | \$35,135 | Supplemental pay for teachers summer training |
| | 6400 | 140 | ProfDev - Substitute Teachers | | \$0 | \$1,500 | \$1,625 | \$2,000 | \$2,250 | \$2,500 | |
| | 6400 | 310 | ProfDev - Professional and Technical Services | | \$0 | \$3,000 | \$3,150 | \$3,308 | \$3,473 | \$3,647 | Airfare/per diem for new teachers' travel to Hillsdale |
| | 6400 | 330 | ProfDev - Travel | | \$6,000 | \$3,000 | \$2,400 | \$4,200 | \$2,400 | \$2,400 | |
| | 6400 | 510 | ProfDev - Supplies | | \$0 | \$500 | \$525 | \$551 | \$579 | \$608 | |
| | 6400 | 750 | ProfDev - Other Personnel Services | | \$0 | \$4,000 | \$4,000 | \$4,000 | \$4,000 | \$4,000 | |
| Total For 6400 (Instructional Staff Training) | | | | | \$6,000 | \$50,365 | \$34,719 | \$41,318 | \$44,000 | \$48,289 | |
| 6500 - Instructional-Related Technology | | | | | | | | | | | |
| | 6500 | 310 | EdTech - Professional and Technical Services | | \$0 | \$12,000 | \$12,800 | \$13,230 | \$13,892 | \$14,586 | |
| | 6500 | 644 | EdTech - Computer Hardware (Non Capitalized) | | \$24,000 | \$0 | \$4,896 | \$4,994 | \$5,094 | \$8,659 | |
| Total For 6500 (Instructional-Related Technology) | | | | | \$24,000 | \$12,000 | \$17,496 | \$18,224 | \$18,985 | \$23,246 | |
| 7100 - Board | | | | | | | | | | | |
| | 7100 | 310 | Board - Professional and Technical Services | | \$24,000 | \$5,590 | \$8,183 | \$8,378 | \$8,579 | \$8,784 | Ping Yr payable commitment, school year Board training and legal fees |
| | 7100 | 320 | Board - Insurance and Bond Premiums | | \$0 | \$11,280 | \$14,816 | \$18,257 | \$22,226 | \$26,547 | |
| | 7100 | 330 | Board - Travel | | \$0 | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$3,000 | Portion of Board travel expense to Charter School Conference |
| | 7100 | 510 | Board - Supplies | | \$500 | \$500 | \$500 | \$500 | \$500 | \$500 | |
| | 7100 | 730 | Board - Dues and Fees | | \$750 | \$1,551 | \$1,914 | \$2,277 | \$2,640 | \$3,003 | Florida Charter School Consortium |
| Total For 7100 (Board) | | | | | \$25,250 | \$21,921 | \$28,213 | \$32,413 | \$36,945 | \$41,834 | |
| 7200 - General / District Administration | | | | | | | | | | | |
| | 7200 | 730 | District - Dues and Fees | | \$0 | \$100,505 | \$100,532 | \$101,020 | \$101,760 | \$102,672 | |
| Total For 7200 (General / District Administration) | | | | | \$0 | \$100,505 | \$100,532 | \$101,020 | \$101,760 | \$102,672 | |
| 7300 - School Administration | | | | | | | | | | | |
| | 7300 | 110 | Admin - Administrator Salaries | | \$100,000 | \$160,000 | \$161,600 | \$246,864 | \$249,333 | \$251,826 | Yr3 addition of Assistant Head of School |
| | 7300 | 160 | Admin - Other Support Personnel | | \$23,440 | \$60,480 | \$61,085 | \$74,182 | \$87,534 | \$88,410 | |
| | 7300 | 210 | Admin - Retirement | | \$3,703 | \$6,614 | \$6,681 | \$9,631 | \$10,106 | \$10,207 | |
| | 7300 | 220 | Admin - FICA | | \$9,443 | \$18,867 | \$17,035 | \$24,560 | \$25,770 | \$26,028 | |
| | 7300 | 230 | Admin - Group Insurance | | \$4,500 | \$18,000 | \$18,180 | \$22,952 | \$27,818 | \$28,096 | |
| | 7300 | 240 | Admin - Worker's Compensation | | \$1,543 | \$2,756 | \$2,784 | \$4,013 | \$4,211 | \$4,253 | |
| | 7300 | 250 | Admin - Unemployment Compensation | | \$816 | \$864 | \$864 | \$1,296 | \$1,296 | \$1,296 | |
| | 7300 | 310 | Admin - Professional and Technical Services | | \$5,000 | \$194,278 | \$190,724 | \$166,438 | \$197,054 | \$228,643 | Lottery Management software; ESP contract (minus payroll expenses) HOS, Dean and Business Manager travel to Hillsdale Office equipment (copiers/printers/laminator/other) |
| | 7300 | 330 | Admin - Travel | | \$800 | \$1,200 | | | | | |
| | 7300 | 360 | Admin - Rentals | | \$10,180 | \$12,520 | \$13,094 | \$13,988 | \$14,655 | \$15,339 | |
| | 7300 | 370 | Admin - Communications | | \$0 | \$2,115 | \$2,662 | \$3,230 | \$3,820 | \$4,433 | |
| | 7300 | 390 | Admin - Other Purchased Services | | \$0 | \$2,820 | \$3,550 | \$4,307 | \$5,094 | \$5,910 | Postage |
| | 7300 | 510 | Admin - Supplies | | \$5,000 | \$5,000 | \$5,150 | \$5,305 | \$5,464 | \$5,628 | |
| | 7300 | 622 | Admin - AV Materials (Non Capitalized) | | \$5,000 | \$5,000 | \$5,150 | \$5,305 | \$5,464 | \$5,628 | Printers, and other small equipment |
| | 7300 | 730 | Admin - Dues and Fees | | \$0 | \$1,128 | \$1,420 | \$1,723 | \$2,038 | \$2,364 | Professional organizations |
| | 7300 | 750 | Admin - Other Personnel Services | | \$3,000 | \$4,000 | \$4,000 | \$6,000 | \$6,000 | \$6,000 | |
| Total For 7300 (School Administration) | | | | | \$172,025 | \$493,642 | \$493,978 | \$589,793 | \$645,656 | \$684,060 | |
| 7400 - Facilities Acquisition | | | | | | | | | | | |
| | 7400 | 710 | AcquireFacility - Principal Payment | | | | | \$591,073 | \$591,035 | \$856,035 | |
| Total For 7400 (Facilities Acquisition) | | | | | \$0 | \$0 | \$0 | \$591,073 | \$591,035 | \$856,035 | |
| 7500 - Fiscal Services | | | | | | | | | | | |
| | 7500 | 310 | Fiscal - Professional and Technical Services | | \$0 | \$10,000 | \$10,300 | \$10,609 | \$10,927 | \$11,255 | Annual Audit |
| Total For 7500 (Fiscal Services) | | | | | \$0 | \$10,000 | \$10,300 | \$10,609 | \$10,927 | \$11,255 | |
| 7600 - Food Services | | | | | | | | | | | |
| | 7600 | 510 | Lunch - Supplies | | \$0 | \$2,538 | \$3,132 | \$3,726 | \$4,320 | \$4,914 | |
| | 7600 | 570 | Lunch - Food | | \$0 | \$102,105 | \$125,712 | \$149,850 | \$173,556 | \$197,694 | |
| | 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 | \$8,300 | \$1,900 | \$1,900 | \$1,900 | \$2,000 | |
| | 7600 | 644 | Lunch - Computer Hardware (Non Capitalized) | | \$0 | \$750 | \$0 | \$0 | \$0 | \$0 | |
| | 7600 | 690 | Lunch - Computer Software | | \$0 | \$500 | \$510 | \$520 | \$531 | \$541 | |
| Total For 7600 (Food Services) | | | | | \$0 | \$115,693 | \$132,254 | \$156,996 | \$181,307 | \$206,149 | |
| 7720 - Information Services | | | | | | | | | | | |
| | 7720 | 310 | InfServ - Professional and Technical Services | | \$8,000 | \$8,240 | \$8,487 | \$8,742 | \$9,004 | \$9,274 | |
| | 7720 | 390 | InfServ - Other Purchased Services | | \$5,000 | \$5,150 | \$5,305 | \$5,464 | \$5,628 | \$5,796 | |
| Total For 7720 (Information Services) | | | | | \$13,000 | \$13,390 | \$13,792 | \$14,205 | \$14,632 | \$15,071 | |
| 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 | | | | | | | | | | | |

Bradenton Classical School **Five Year Budget Projections** **Complete Budget - Manatee County**

| | | | | | | | | | |
|-------------------------------------|-----|---|--|-----------|-----------|-----------|-----------|-----------|---------------------------|
| 7900 | 160 | Facility - Other Support Personnel | | \$74,880 | \$75,629 | \$76,385 | \$77,149 | \$116,881 | |
| 7900 | 210 | Facility - Retirement | | \$2,246 | \$2,269 | \$2,282 | \$2,314 | \$3,506 | |
| 7800 | 220 | Facility-FICA | | \$5,728 | \$5,786 | \$5,843 | \$5,902 | \$8,941 | |
| 7900 | 230 | Facility- Group Insurance | | \$9,000 | \$8,090 | \$9,181 | \$8,273 | \$14,048 | |
| 7900 | 240 | Facility- Worker's Compensation | | \$936 | \$945 | \$955 | \$964 | \$1,461 | |
| 7900 | 250 | Facility- Unemployment Compensation | | \$432 | \$432 | \$432 | \$432 | \$648 | |
| 7900 | 310 | Facility- Professional and Technical Services | | \$59,760 | \$61,553 | \$63,399 | \$65,301 | \$67,260 | Security Officer contract |
| 7900 | 320 | Facility - Insurance and Bond Premiums | | \$45,045 | \$47,297 | \$49,662 | \$52,145 | \$54,752 | the; Boldic; |
| 7800 | 350 | Facility- Repairs and Maintenance | | \$2,500 | \$2,550 | \$2,601 | \$2,653 | \$2,706 | oo y,1 |
| 7900 | 370 | Facility - Communications | | \$12,000 | \$12,240 | \$12,485 | \$12,734 | \$12,989 | |
| 7900 | 380 | Facility - Public Utilities | | \$4,512 | \$5,679 | \$6,892 | \$8,150 | \$9,456 | |
| 7900 | 390 | Facility- Other Purchased Services | | \$10,884 | \$11,910 | \$12,972 | \$14,072 | \$15,210 | |
| 7900 | 430 | Facility- Electricity | | \$31,532 | \$32,162 | \$32,805 | \$33,461 | \$34,131 | |
| 7900 | 510 | Facility- Supplies | | \$7,050 | \$8,874 | \$10,768 | \$12,734 | \$14,775 | |
| 7900 | 750 | Facility- Other Personnel Services | | \$2,000 | \$2,000 | \$2,000 | \$2,000 | \$3,000 | |
| Total For 7900 (Operation of Plant) | | | | \$268,505 | \$278,416 | \$288,572 | \$299,286 | \$358,766 | |

9100 - Community Service

| | | | | | | | | | |
|-------------------------------------|-----|--------------------------------------|--|----------|----------|----------|----------|----------|---------------------------|
| 8100 | 160 | Community - Other Support Personnel | | \$32,156 | \$41,252 | \$41,660 | \$51,017 | \$51,513 | BeforeoodAner st:hool eam |
| 8100 | 210 | Community - Retirement | | \$965 | \$1,238 | \$1,250 | \$1,531 | \$1,545 | |
| 9100 | 220 | Community-FICA | | \$2,460 | \$3,156 | \$3,187 | \$3,903 | \$3,941 | |
| 8100 | 240 | Community- Worker's Compensation | | \$402 | \$516 | \$521 | \$638 | \$644 | |
| 8100 | 250 | Community- Unemployment Compensation | | \$432 | \$648 | \$648 | \$864 | \$864 | |
| 8100 | 510 | Community- Supplies | | \$12,200 | \$8,700 | \$9,700 | \$8,700 | \$8,700 | |
| 9100 | 750 | Community- Other Personnel Services | | \$2,000 | \$3,000 | \$3,000 | \$4,000 | \$4,000 | |
| Total For 9100 (Community Services) | | | | \$50,614 | \$59,509 | \$59,966 | \$71,653 | \$72,207 | |

9200 - Debt Service

| | | | | | | | | | |
|-------------------------------|-----|--|--|---------|--|--|--|--|---------------------------|
| 9200 | 310 | DebtSrv- Professional and Technical Services | | \$5,000 | | | | | BuildingHopeoariolTTTTEnt |
| Total For 9200 (Debt Service) | | | | \$5,000 | | | | | |

9200 - Debt Service

| | | | | | | | | | |
|-------------------------------|-----|---|----------|----------|-----------|-----------|-----------|-----------|-------------------|
| 9200 | 710 | DebtSrv- Principal Payment | | | \$114,296 | \$121,153 | \$128,423 | \$136,128 | BuildingHope Loan |
| 9200 | 720 | DebtSrv- Interest Payment/ Debt Service | \$30,000 | \$30,000 | \$30,000 | \$23,142 | \$15,873 | \$8,168 | |
| Total For 9200 (Debt Service) | | | | \$30,000 | \$144,296 | \$144,296 | \$144,296 | \$144,296 | |

9999 - Reserve Funds

| | | | | | | | | | |
|--------------------------------|-----|-------------------------|--|-----------|------------|-------------|-------------|-------------|-------------|
| 9999 | 999 | Reserve - Reserve Funds | | \$118,172 | \$205,869 | \$114,378 | \$203,657 | \$233,736 | |
| Total For 9999 (Reserve Funds) | | | | \$118,172 | \$205,869 | \$114,378 | \$203,657 | \$233,736 | |
| Total Expenses | | | | \$412,715 | \$2718,730 | \$3,268,950 | \$4,289,815 | \$5,037,998 | \$5,816,670 |

Budget Totals

| | | | | | | | |
|------------------------|-----------|-------------|-------------|-------------|-------------|-------------|--|
| Total Income | \$500,000 | \$2,781,837 | \$3,431,284 | \$4,367,173 | \$5,111,744 | \$5,870,230 | |
| Total Expenses | \$412,715 | \$2,718,730 | \$3,268,950 | \$4,289,815 | \$5,037,998 | \$5,816,670 | |
| Net Revenue | \$63,101 | \$161,334 | \$161,334 | \$77,358 | \$73,746 | \$53,560 | |
| Projected Cash On Hand | \$87,285 | \$150,392 | \$311,726 | \$389,084 | \$462,028 | \$516,390 | |

Bradenton Classical School Year One Cash Flow Projections

| Func | Obj | Description | Proj Yr Total | Year 1 Cash Flow | Dist. Meth. (1) | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June |
|--------------------------------------|-----|---|---------------|------------------|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Income | | | | | | | | | | | | | | | | | |
| FEPP Calculations | | | | | | | | | | | | | | | | | |
| 3310-01 | | BaseFEPPFLndin | | \$1,619,724 | | \$134,977 | \$134,977 | \$134,977 | \$134,977 | \$134,977 | \$134,977 | \$134,977 | \$134,977 | \$134,977 | \$134,977 | \$134,977 | \$134,977 |
| 3310-02 | | FEPP ESE Guaranteed Allocation | | \$46,724 | | \$3,894 | \$3,894 | \$3,894 | \$3,894 | \$3,894 | \$3,894 | \$3,894 | \$3,894 | \$3,894 | \$3,894 | \$3,894 | \$3,894 |
| 3310-03 | | FEPP SupplementalAcademic Instruction | | \$71,854 | | \$5,987 | \$5,987 | \$5,987 | \$5,987 | \$5,987 | \$5,987 | \$5,987 | \$5,987 | \$5,987 | \$5,987 | \$5,987 | \$5,987 |
| 3310-05 | | FEPP SafeSchoolsAllocation | | \$25,254 | | \$2,105 | \$2,105 | \$2,105 | \$2,105 | \$2,105 | \$2,105 | \$2,105 | \$2,105 | \$2,105 | \$2,105 | \$2,105 | \$2,105 |
| 3310-08 | | FEPP MentalHealth Assistance Allocation | | \$16,054 | | \$1,338 | \$1,338 | \$1,338 | \$1,338 | \$1,338 | \$1,338 | \$1,338 | \$1,338 | \$1,338 | \$1,338 | \$1,338 | \$1,338 |
| 3310-12 | | FEPP DiscretionaryLocalEffort | | \$285,187 | | \$23,766 | \$23,766 | \$23,766 | \$23,766 | \$23,766 | \$23,766 | \$23,766 | \$23,766 | \$23,766 | \$23,766 | \$23,766 | \$23,766 |
| 3310-13 | | FEPP Proration toFtOoAvailable | | \$21,196 | | \$1,813 | \$1,813 | \$1,813 | \$1,813 | \$1,813 | \$1,813 | \$1,813 | \$1,813 | \$1,813 | \$1,813 | \$1,813 | \$1,813 |
| 3310-16 | | FEPP - Teachers Classroom Supp'l Assistance Program | | \$1,961 | | \$163 | \$163 | \$163 | \$163 | \$163 | \$163 | \$163 | \$163 | \$163 | \$163 | \$163 | \$163 |
| 3355 | | Class Size ReductionAllocation | | \$300,834 | | \$25,069 | \$25,069 | \$25,069 | \$25,069 | \$25,069 | \$25,069 | \$25,069 | \$25,069 | \$25,069 | \$25,069 | \$25,069 | \$25,069 |
| | | FEPP Subtotal | | \$2,365,934 | | \$197,114 | \$197,114 | \$197,114 | \$197,114 | \$197,114 | \$197,114 | \$197,114 | \$197,114 | \$197,114 | \$197,114 | \$197,114 | \$197,114 |
| School Lunch Program | | | | | | | | | | | | | | | | | |
| 13261 | 1 | NSLP - School Lunch Reimbursement | | \$6,258 | 1 | | \$568 | \$568 | \$5,689 | \$568 | \$5,689 | \$5,689 | \$5,689 | \$5,689 | \$5,689 | \$5,689 | \$5,689 |
| 13262 | 1 | NSLP - School Breakfast Reimbursement | | \$5,044 | | \$458 | \$458 | \$458 | \$458 | \$458 | \$458 | \$458 | \$458 | \$458 | \$458 | \$458 | \$458 |
| 13451 | 1 | SalinaStudentLunches | | \$4,093 | | \$372 | \$372 | \$372 | \$3,721 | \$372 | \$3,721 | \$3,721 | \$3,721 | \$3,721 | \$3,721 | \$3,721 | \$3,721 |
| 13452 | 1 | SalinaStudentBreakfasts | | \$8,924 | | \$812 | \$812 | \$812 | \$812 | \$812 | \$812 | \$812 | \$812 | \$812 | \$812 | \$812 | \$812 |
| | | School Lunch Program Subtotal | | \$17,442 | | \$1,092 | \$1,092 | \$1,092 | \$10,920 | \$1,092 | \$10,920 | \$10,920 | \$10,920 | \$10,920 | \$10,920 | \$10,920 | \$10,920 |
| Other Income Sources | | | | | | | | | | | | | | | | | |
| 3473 | | School-Age Child Care Fees | | \$74,205 | 2 | | \$6,746 | \$6,746 | \$6,746 | \$6,746 | \$6,746 | \$6,746 | \$6,746 | \$6,746 | \$6,746 | \$6,746 | \$6,746 |
| 3495 | | Other Miscellaneous Local Sources | | \$224,754 | 2 | | \$20,432 | \$20,432 | \$20,432 | \$20,432 | \$20,432 | \$20,432 | \$20,432 | \$20,432 | \$20,432 | \$20,432 | \$20,432 |
| 3720 | | Loan Proceeds | | \$500,000 | 1 | | | | | | | | | | | | |
| | | Total Other Income Sources | | \$798,959 | | | \$27,178 | \$27,178 | \$27,178 | \$27,178 | \$27,178 | \$27,178 | \$27,178 | \$27,178 | \$27,178 | \$27,178 | \$27,178 |
| | | Total Income | | \$3,164,893 | | | \$197,114 | \$224,975 | \$234,975 | \$234,975 | \$234,975 | \$234,975 | \$234,975 | \$234,975 | \$234,975 | \$234,975 | \$234,975 |
| Expenses | | | | | | | | | | | | | | | | | |
| 5100 - Basic Instruction | | | | | | | | | | | | | | | | | |
| 5100 | 120 | Instr - Classroom Teacher Salaries | | \$787,500 | 2 | | \$71,591 | \$71,591 | \$71,591 | \$71,591 | \$71,591 | \$71,591 | \$71,591 | \$71,591 | \$71,591 | \$71,591 | \$71,591 |
| 5100 | 130 | Instr - Other Certified Staff Member | | \$131,000 | 3 | | \$13,100 | \$13,100 | \$13,100 | \$13,100 | \$13,100 | \$13,100 | \$13,100 | \$13,100 | \$13,100 | \$13,100 | \$13,100 |
| 5100 | 140 | Instr - Substitute Teachers | | \$23,091 | 2 | | \$2,091 | \$2,091 | \$2,091 | \$2,091 | \$2,091 | \$2,091 | \$2,091 | \$2,091 | \$2,091 | \$2,091 | \$2,091 |
| 5100 | 160 | Instr - otherSupportPersonnel | | \$24,000 | 1 | | \$2,182 | \$2,182 | \$2,182 | \$2,182 | \$2,182 | \$2,182 | \$2,182 | \$2,182 | \$2,182 | \$2,182 | \$2,182 |
| 5100 | 210 | Instr - Retirement | | \$281,25 | 1 | | \$2557 | \$2557 | \$2557 | \$2557 | \$2557 | \$2557 | \$2557 | \$2557 | \$2557 | \$2557 | \$2557 |
| 5100 | 220 | Instr - FICA | | \$72,101 | 1 | | \$6555 | \$6555 | \$6555 | \$6555 | \$6555 | \$6555 | \$6555 | \$6555 | \$6555 | \$6555 | \$6555 |
| 5100 | 230 | Instr - GroupInsurance | | \$76,500 | 1 | | \$6955 | \$6955 | \$6,955 | \$6,955 | \$6,955 | \$6,955 | \$6,955 | \$6,955 | \$6,955 | \$6,955 | \$6,955 |
| 5100 | 240 | Instr-Worker'sCompensation | | \$11,781 | 1 | | \$1,071 | \$1,071 | \$1,071 | \$1,071 | \$1,071 | \$1,071 | \$1,071 | \$1,071 | \$1,071 | \$1,071 | \$1,071 |
| 5100 | 250 | Instr - unemployment Compensation | | \$4,536 | 1 | | \$412 | \$412 | \$412 | \$412 | \$412 | \$412 | \$412 | \$412 | \$412 | \$412 | \$412 |
| 5100 | 360 | Instr - Rental | | \$5,000 | 1 | | \$455 | \$455 | \$455 | \$455 | \$455 | \$455 | \$455 | \$455 | \$455 | \$455 | \$455 |
| 5100 | 510 | Instr - Supplies | \$19,740 | \$17,922 | 10 | \$448 | \$448 | \$448 | \$448 | \$448 | \$448 | \$448 | \$448 | \$448 | \$448 | \$6,721 | \$6,721 |
| 5100 | 520 | Instr - Textbooks | \$98,700 | \$30,420 | 9 | | | | | | | | | | | \$15,210 | \$15,210 |
| 5100 | 644 | Instr - ComputerHardware(NonCapitalized) | \$19,000 | \$3,000 | 9 | | | | | | | | | | | \$1,500 | \$1,500 |
| 5100 | 730 | Instr - Dues and Fees | | \$282 | 1 | | \$24 | \$24 | \$24 | \$24 | \$24 | \$24 | \$24 | \$24 | \$24 | \$24 | \$24 |
| 5100 | 750 | Instr - Other Personnel Services | | \$21,000 | 1 | | \$1,909 | \$1,909 | \$1,909 | \$1,909 | \$1,909 | \$1,909 | \$1,909 | \$1,909 | \$1,909 | \$1,909 | \$1,909 |
| | | Total 5100 (Basic Instruction) | \$137,440 | \$1,236,168 | | 147 | \$96,248 | \$109,146 | \$109,348 | \$109,148 | \$109,148 | \$109,348 | \$109,148 | \$109,348 | \$109,348 | \$132,111 | \$132,331 |
| 15200 - Exceptional Education | | | | | | | | | | | | | | | | | |
| 5200 | 120 | ESE Classroom Teacher Salaries | | \$64,000 | 1 | | \$763 | \$763 | \$7,638 | \$763 | \$7,638 | \$7,638 | \$7,638 | \$7,638 | \$7,638 | \$7,638 | \$7,638 |
| 5200 | 210 | ESE Retirement | | \$2,528 | 1 | | \$22 | \$22 | \$22 | \$22 | \$22 | \$22 | \$22 | \$22 | \$22 | \$22 | \$22 |
| 5200 | 220 | ESE FICA | | \$6,428 | 1 | | \$58 | \$58 | \$58 | \$58 | \$58 | \$58 | \$58 | \$58 | \$58 | \$58 | \$58 |
| 5200 | 230 | ESE GroupInsurance | | \$4,500 | 1 | | \$40 | \$40 | \$40 | \$40 | \$40 | \$40 | \$40 | \$40 | \$40 | \$40 | \$40 |
| 5200 | 240 | ESE Worker'sCompensation | | \$1,054 | 1 | | \$93 | \$93 | \$93 | \$93 | \$93 | \$93 | \$93 | \$93 | \$93 | \$93 | \$93 |
| 5200 | 250 | ESE unemployment Compensation | | \$1,648 | 1 | | \$15 | \$15 | \$15 | \$15 | \$15 | \$15 | \$15 | \$15 | \$15 | \$15 | \$15 |
| 5200 | 310 | ESE Professional/Technical Services | | \$17,640 | 1 | | \$1,470 | \$1,470 | \$1,470 | \$1,470 | \$1,470 | \$1,470 | \$1,470 | \$1,470 | \$1,470 | \$1,470 | \$1,470 |
| 5200 | 510 | ESE Supplies | | \$1,615 | 1 | | \$23 | \$23 | \$23 | \$23 | \$23 | \$23 | \$23 | \$23 | \$23 | \$23 | \$23 |
| 5200 | 750 | ESE Other Personnel Services | | \$3,000 | 1 | | \$27 | \$27 | \$27 | \$27 | \$27 | \$27 | \$27 | \$27 | \$27 | \$27 | \$27 |
| | | Total 15200 (Exceptional Education) | | \$120,398 | | | \$1,703 | \$1,998 | \$10,977 | \$1,077 | \$10,771 | \$10,771 | \$10,771 | \$10,771 | \$10,771 | \$10,771 | \$10,771 |
| 6100 - Pupil Services | | | | | | | | | | | | | | | | | |
| 6100 | 130 | Pupil Services - Other Certified Staff Member | | \$180,000 | | | | | | | | | | | | | |
| 6100 | 210 | Pupil Services - Retirement | | \$1,600 | | | \$115 | \$164 | \$115 | \$164 | \$115 | \$115 | \$115 | \$115 | \$115 | \$115 | \$164 |
| 6100 | 230 | Pupil Services - FICA | | \$1,710 | | | \$11 | \$77 | \$11 | \$77 | \$11 | \$11 | \$11 | \$11 | \$11 | \$11 | \$77 |

| 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 | | | | | | | | | | | | | | | | | |
| | 6100 | 230 PupSrv - Group Insurance | | \$4,500 | 2 | | \$409 | \$409 | \$409 | \$409 | \$409 | \$409 | \$409 | \$409 | \$409 | \$409 | \$409 |
| | 6100 | 240 PupSrv - Worker's Compensation | | \$750 | 2 | | \$68 | \$68 | \$68 | \$68 | \$68 | \$68 | \$68 | \$68 | \$68 | \$68 | \$68 |
| | 6100 | 250 PupSrv - Unemployment Compensation | | \$216 | 2 | | \$20 | \$20 | \$20 | \$20 | \$20 | \$20 | \$20 | \$20 | \$20 | \$20 | \$20 |
| | 6100 | 750 PupSrv - Other Personnel Services | | \$1,000 | 2 | | \$91 | \$91 | \$91 | \$91 | \$91 | \$91 | \$91 | \$91 | \$91 | \$91 | \$91 |
| TotalFor6100(PuolSeries)ices1 | | | | \$72,856 | | | \$6,429 | \$6,429 | \$6,429 | \$6,429 | \$6,429 | \$6,429 | \$6,429 | \$6,429 | \$6,429 | \$6,429 | \$6,429 |
| 16400 - Instructional Staff Training | | | | | | | | | | | | | | | | | |
| | 6400 | 120 ProfDev-ClassroomTeacherSalaries | | \$38,366 | 1 | | \$3488 | \$3488 | \$3488 | \$3,488 | \$3488 | \$3488 | \$3488 | \$3488 | \$3,488 | \$3,488 | \$3,488 |
| | 6400 | 140 ProfDev-81stituteTeachers | | \$1,500 | | | \$130 | \$130 | 1136 | \$136 | \$136 | \$136 | \$136 | \$136 | \$136 | 1111 | \$136 |
| | 6400 | 310 ProfDev - ProfesSional and Technical Services | | \$3,000 | | | \$270 | \$270 | \$270 | \$270 | \$270 | \$270 | \$270 | \$270 | \$270 | \$270 | \$270 |
| | 6400 | 330 ProfDev-Travel | \$6000 | \$3,000 | | | | | | | | | | | | | \$3000 |
| | 6400 | 510 ProfDev-S plies | | \$500 | 4 | | \$188 | \$188 | 111 | 113 | 113 | 113 | 113 | 113 | \$13 | 113 | 113 |
| | 6400 | 750 ProfDev-OtherPersonnelServices | | \$4,000 | | | \$364 | \$364 | \$364 | \$364 | \$364 | \$364 | \$364 | \$364 | \$364 | \$364 | \$364 |
| Total For 6400 (Instructional Staff Training) | | | | \$96,000 | | | \$3488 | \$3488 | \$4,271 | \$4,271 | \$4,271 | \$4,271 | \$4,271 | \$4,271 | \$4,271 | \$4,271 | \$7,271 |
| 6500 - Instructional-Related Technolo | | | | | | | | | | | | | | | | | |
| | 6500 | 310IE Tech- Professional and Technical Services | | \$110,000 | | | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 |
| | 6500 | 641IE Tech- Computer Hardware (Not Capitalized) | | | | | | | | | | | | | | | |
| Total For 6500 (Instructional-Related Technology) | | | | \$110,000 | | | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 |
| 17100 - Board | | | | | | | | | | | | | | | | | |
| | 7100 | 310 Board- Professional and Technical Services | \$24,000 | \$5590 | | | \$489 | \$489 | \$489 | \$489 | \$489 | \$489 | \$489 | \$489 | \$489 | \$489 | \$489 |
| | 7100 | 320 Board- Insurance and Sood Premiums | | \$11280 | | | \$5640 | \$5640 | | | | | | | | | |
| | 7100 | 330 Board- Travel | | \$3000 | | | | | | | | | | | | | \$3000 |
| | 7100 | 510 Board- Sunnies | \$500 | \$500 | 4 | | \$188 | \$188 | 111 | 113 | 113 | 113 | \$13 | 113 | \$13 | 113 | 113 |
| | 7100 | 730 Board- Dues and Fees | \$750 | \$1551 | | | | \$155 | \$155 | \$155 | \$155 | \$155 | \$155 | \$155 | \$155 | \$155 | \$155 |
| Total For 7100 (Board) | | | | \$15,591 | | | \$1871 | \$1871 | \$63 | \$63 | \$63 | \$63 | \$63 | \$63 | \$63 | \$63 | \$1,113 |
| 7200 - General/ District Administration | | | | | | | | | | | | | | | | | |
| | 7200 | 730 IE District-Duesand Fees | | \$100,500 | | | \$8,375 | \$8,375 | \$1,375 | \$8,375 | | | | | | | |

Bradenton Classical School 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 | | | | | | | | | | | | | | | | | |
| 7720 - Information Services | | | | | | | | | | | | | | | | | |
| 7720 | 310 | InfServ - Professional and Technical Services | \$9,000 | \$9,240 | 1 | \$687 | \$687 | \$687 | \$687 | \$687 | \$687 | \$687 | \$687 | \$687 | \$687 | \$687 | \$687 |
| 7720 | 390 | InfServ - Other Purchased Services | \$5,000 | \$5,150 | 1 | \$429 | \$429 | \$429 | \$429 | \$429 | \$429 | \$429 | \$429 | \$429 | \$429 | \$429 | \$429 |
| Total For 7720 (Information Services) | | | \$13,000 | \$13,390 | | \$1,116 | \$1,116 | \$1,116 | \$1,116 | \$1,116 | \$1,116 | \$1,116 | \$1,116 | \$1,116 | \$1,116 | \$1,116 | \$1,116 |
| 7800 - Pupil Transportation | | | | | | | | | | | | | | | | | |
| 7800 | 390 | Trans - Other Purchased Services | \$4,500 | \$4,500 | 3 | \$450 | \$450 | \$450 | \$450 | \$450 | \$450 | \$450 | \$450 | \$450 | \$450 | \$450 | \$450 |
| Total For 7800 (Pupil Transportation) | | | \$4,500 | \$4,500 | | \$450 | \$450 | \$450 | \$450 | \$450 | \$450 | \$450 | \$450 | \$450 | \$450 | \$450 | \$450 |
| 17900 - Deeration of Plant | | | | | | | | | | | | | | | | | |
| 790 | 160 | Facility-Other Support Personnel | \$74,880 | \$6,240 | | \$6,240 | \$6,240 | \$6,240 | \$6,240 | \$6,240 | \$6,240 | \$6,240 | \$6,240 | \$6,240 | \$6,240 | \$6,240 | \$6,240 |
| 700 | 210 | Facility-Retirement | \$2,240 | \$18 | | \$18 | \$18 | \$18 | \$18 | \$18 | \$18 | \$18 | \$18 | \$18 | \$18 | \$18 | \$18 |
| 700 | 220 | Facility-FICA | \$5,720 | \$47 | | \$47 | \$47 | \$47 | \$47 | \$47 | \$47 | \$47 | \$47 | \$47 | \$47 | \$47 | \$47 |
| 700 | 230 | Facility-Group Insurance | \$900 | \$75 | | \$75 | \$75 | \$75 | \$75 | \$75 | \$75 | \$75 | \$75 | \$75 | \$75 | \$75 | \$75 |
| 700 | 240 | Facility-Worker's Compensation | \$936 | \$7 | | \$7 | \$7 | \$7 | \$7 | \$7 | \$7 | \$7 | \$7 | \$7 | \$7 | \$7 | \$7 |
| 700 | 250 | Facility-Unemployment Compensation | \$136 | \$13 | | \$13 | \$13 | \$13 | \$13 | \$13 | \$13 | \$13 | \$13 | \$13 | \$13 | \$13 | \$13 |
| 700 | 310 | Facility-Professional and Technical Services | \$59760 | \$4980 | | \$4980 | \$4980 | \$4980 | \$4980 | \$4980 | \$4980 | \$4980 | \$4980 | \$4980 | \$4980 | \$4980 | \$4980 |
| 790 | 320 | Facility-Insurance and Bond Premiums | \$45045 | \$2252 | | \$2252 | \$2252 | \$2252 | \$2252 | \$2252 | \$2252 | \$2252 | \$2252 | \$2252 | \$2252 | \$2252 | \$2252 |
| 790 | 350 | Facility-Repairs and Maintenance | \$2500 | \$208 | | \$208 | \$208 | \$208 | \$208 | \$208 | \$208 | \$208 | \$208 | \$208 | \$208 | \$208 | \$208 |
| 700 | 370 | Facility-Communications | \$12000 | \$1000 | | \$1000 | \$1000 | \$1000 | \$1000 | \$1000 | \$1000 | \$1000 | \$1000 | \$1000 | \$1000 | \$1000 | \$1000 |
| 700 | 380 | Facility-Public Utilities | \$4512 | \$376 | | \$376 | \$376 | \$376 | \$376 | \$376 | \$376 | \$376 | \$376 | \$376 | \$376 | \$376 | \$376 |
| 790 | 390 | Facility-Other Purchased Services | \$10884 | \$907 | | \$907 | \$907 | \$907 | \$907 | \$907 | \$907 | \$907 | \$907 | \$907 | \$907 | \$907 | \$907 |
| 700 | 430 | Facility-Electric | \$31532 | \$2628 | | \$2628 | \$2628 | \$2628 | \$2628 | \$2628 | \$2628 | \$2628 | \$2628 | \$2628 | \$2628 | \$2628 | \$2628 |
| 700 | 510 | Facility-Sunlight | \$7050 | \$2644 | | \$2644 | \$2644 | \$2644 | \$2644 | \$2644 | \$2644 | \$2644 | \$2644 | \$2644 | \$2644 | \$2644 | \$2644 |
| 790 | 750 | Facility-Other Personnel Services | \$2000 | \$168 | | \$168 | \$168 | \$168 | \$168 | \$168 | \$168 | \$168 | \$168 | \$168 | \$168 | \$168 | \$168 |
| Total For 17900 (Plant Deereation) | | | \$168502 | \$47011 | | \$47011 | \$47011 | \$47011 | \$47011 | \$47011 | \$47011 | \$47011 | \$47011 | \$47011 | \$47011 | \$47011 | \$47011 |
| 19100 - Community Service | | | | | | | | | | | | | | | | | |
| 9100 | 160 | ComS.v - Other Support Personnel | \$32156 | \$3216 | | \$3216 | \$3216 | \$3216 | \$3216 | \$3216 | \$3216 | \$3216 | \$3216 | \$3216 | \$3216 | \$3216 | \$3216 |
| 9100 | 210 | ComS.v - Retirement | \$966 | \$216 | | \$216 | \$216 | \$216 | \$216 | \$216 | \$216 | \$216 | \$216 | \$216 | \$216 | \$216 | \$216 |
| 9100 | 220 | ComS.v - FICA | \$2460 | \$246 | | \$246 | \$246 | \$246 | \$246 | \$246 | \$246 | \$246 | \$246 | \$246 | \$246 | \$246 | \$246 |
| 9100 | 240 | ComS.v - Worker's Compensation | \$1111 | \$140 | | \$140 | \$140 | \$140 | \$140 | \$140 | \$140 | \$140 | \$140 | \$140 | \$140 | \$140 | \$140 |
| 9100 | 250 | ComS.v - Unemployment Compensation | \$1111 | \$143 | | \$143 | \$143 | \$143 | \$143 | \$143 | \$143 | \$143 | \$143 | \$143 | \$143 | \$143 | \$143 |
| 9100 | 510 | ComS.v - Sunlight | \$2201 | \$305 | | \$305 | \$305 | \$305 | \$305 | \$305 | \$305 | \$305 | \$305 | \$305 | \$305 | \$305 | \$305 |
| 9100 | 750 | ComS.v - Other Personnel Services | \$2000 | \$200 | | \$200 | \$200 | \$200 | \$200 | \$200 | \$200 | \$200 | \$200 | \$200 | \$200 | \$200 | \$200 |
| Total For 19100 (Community Service) | | | \$50614 | \$4575 | | \$4575 | \$4575 | \$4575 | \$4575 | \$4575 | \$4575 | \$4575 | \$4575 | \$4575 | \$4575 | \$4575 | \$4575 |
| 9200 - Debt Service | | | | | | | | | | | | | | | | | |
| 9200 | 310 | DebtS.v - Professional and Technical Services | 15,000 | \$0 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total For 9200 (Debt Service) | | | \$5,000 | \$0 | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 9200 - Debt Service | | | | | | | | | | | | | | | | | |
| 9200 | 720 | DebtS.v - Interest Payment / Debt Service | \$30,000 | \$30,000 | 1 | \$2,500 | \$2,500 | \$2,500 | \$2,500 | \$2,500 | \$2,500 | \$2,500 | \$2,500 | \$2,500 | \$2,500 | \$2,500 | \$2,500 |
| Total For 9200 (Debt Service) | | | \$30,000 | \$30,000 | | \$2,500 | \$2,500 | \$2,500 | \$2,500 | \$2,500 | \$2,500 | \$2,500 | \$2,500 | \$2,500 | \$2,500 | \$2,500 | \$2,500 |
| 9999 - Reserve Funds | | | | | | | | | | | | | | | | | |
| 9999 | 999 | Reserve - Reserve Funds | \$118,172 | \$118,172 | 1 | \$9,848 | \$9,848 | \$9,848 | \$9,848 | \$9,848 | \$9,848 | \$9,848 | \$9,848 | \$9,848 | \$9,848 | \$9,848 | \$9,848 |
| Total For 9999 (Reserve Funds) | | | \$118,172 | \$118,172 | | \$9,848 | \$9,848 | \$9,848 | \$9,848 | \$9,848 | \$9,848 | \$9,848 | \$9,848 | \$9,848 | \$9,848 | \$9,848 | \$9,848 |
| Total Expenses | | | \$412,715 | \$2,718,730 | | \$140,260 | \$255,489 | \$226,982 | \$226,982 | \$226,982 | \$226,982 | \$226,982 | \$226,982 | \$226,982 | \$226,982 | \$249,964 | \$257,164 |
| Budget Totals | | | | | | | | | | | | | | | | | |
| Total Income | | | \$500,000 | \$2,781,837 | | \$197,116 | \$234,975 | \$234,975 | \$234,975 | \$234,975 | \$234,975 | \$234,975 | \$234,975 | \$234,975 | \$234,975 | \$234,975 | \$234,975 |
| Expenses | | | \$412,715 | \$2,718,730 | | \$140,260 | \$255,489 | \$226,982 | \$226,982 | \$226,982 | \$226,982 | \$226,982 | \$226,982 | \$226,982 | \$226,982 | \$249,964 | \$257,164 |
| Net Revenue | | | \$87,285 | \$63,107 | | \$56,856 | -\$20,514 | \$7,993 | \$7,993 | \$7,993 | \$7,993 | \$7,993 | \$7,993 | \$7,993 | \$7,993 | -\$14,989 | -\$22,190 |
| Projected Cash On Hand | | | \$27,285.4 | \$603,924 | | \$144,141 | \$123,627 | \$134,620 | \$139,613 | \$144,606 | \$149,599 | \$154,592 | \$159,585 | \$164,578 | \$169,571 | \$174,564 | \$179,557 |

Bradenton Classical School **Five Year Budget Projections NO BOND** **Complete Budget - Manatee County**

| Func | Obj | Estimated Enrollment | Planning Year | 282 | 348 | 414 | 480 | 546 |
|---|-----|---|------------------|---------------------|--------------------|--------------------|--------------------|--------------------|
| | | Description | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Income | | | | | | | | |
| FEFP Calculations | | | | | | | | |
| 3310-01 | | Base FEFP Funding | | \$1,619,724 | \$1,989,755 | \$2,390,377 | \$2,791,817 | \$3,204,304 |
| 3310-02 | | FEFP - ESE Guaranteed Allocation | | \$46,725 | \$58,085 | \$70,539 | \$83,013 | \$95,487 |
| 3310-03 | | FEFP- Su bstitu Academic Instruction | | \$71,850 | \$88,662 | \$116,474 | \$122,287 | \$139,099 |
| 3310-05 | | FEFP- Safe Schools Allocation | | \$25,259 | \$31,172 | \$37,084 | \$42,997 | \$48,904 |
| 3310-08 | | FEFP- Mental Health Assistance Allocation | | \$16,054 | \$19,811 | \$23,567 | \$27,324 | \$31,084 |
| 3310-12 | | FEFP- Discipline Local Effort | | \$285,187 | \$347,132 | \$411,058 | \$470,985 | \$532,911 |
| 3310-13 | | FEFP- Proratio to Funds Available | | -\$2,196 | -\$2,673 | -\$3,150 | -\$3,627 | -\$4,104 |
| 3310-16 | | FEFP- Teachers Classroom Support Assistance Program | | \$1,858 | \$2,343 | \$2,958 | \$3,516 | \$3,984 |
| 3355 | | Class Size Reduction Allocation | | \$300,832 | \$375,464 | \$454,567 | \$538,350 | \$627,031 |
| | | FEFP Subtotals | | \$2,365,292 | \$2,919,730 | \$3,400,484 | \$4,076,661 | \$4,678,655 |
| School Lunch Program | | | | | | | | |
| 13261 | | NSLP - School Lunch Reimbursement | | \$62,582 | \$76,752 | \$91,512 | \$106,272 | \$121,032 |
| 13262 | | NSLP - School Breakfast Reimbursement | | \$5,040 | \$3,780 | \$4,482 | \$5,184 | \$5,886 |
| 13451 | | Selling Student Lunches | | \$40,932 | \$50,148 | \$59,976 | \$69,192 | \$79,020 |
| 13452 | | Selling Student Breakfasts | | \$8,928 | \$11,088 | \$13,176 | \$15,336 | \$17,424 |
| | | School Lunch Program Subtotals | | \$117,482 | \$141,768 | \$169,146 | \$195,584 | \$223,362 |
| Other Income Sources | | | | | | | | |
| 13397 | | Charter School Capital Outlay Fund | | | | \$267,560 | \$322,064 | \$380,342 |
| 13473 | | School-Age Child Care Fees | | \$74,205 | \$92,430 | \$110,025 | \$134,474 | \$152,666 |
| 13495 | | Other Miscellaneous Local Sources | | \$224,754 | \$277,356 | \$329,958 | \$382,560 | \$435,162 |
| 13720 | | Loan Proceeds | \$500,000 | | | | | |
| | | Other Income Sources Subtotals | \$500,000 | \$298,959 | \$369,786 | \$707,543 | \$839,098 | \$968,171 |
| | | Total Income | \$500,000 | \$2,781,734 | \$3,431,284 | \$4,357,173 | \$5,111,744 | \$5,870,230 |
| Expenses | | | | | | | | |
| 5100 - Basic Instruction | | | | | | | | |
| 5100 | 120 | Instr- Classroom Teacher Salaries | | \$787,500 | \$971,948 | \$1,177,680 | \$1,375,529 | \$1,591,968 |
| 5100 | 130 | Instr- other Certified Staff Member | | \$89,000 | \$112,111 | \$177,448 | \$179,172 | \$180,914 |
| 5100 | 140 | Instr- Substitute Teachers | | \$21,000 | \$24,000 | \$31,000 | \$24,000 | \$31,000 |
| 5100 | 160 | Instr- other Support Personnel | | \$24,000 | \$24,240 | \$11,724 | \$37,091 | \$37,462 |
| 5100 | 210 | Instr-Retirement | | \$13,433 | \$16,549 | \$20,803 | \$23,802 | \$27,000 |
| 5100 | 220 | Instr-FICA | | \$68,888 | \$84,785 | \$116,477 | \$121,772 | \$138,491 |
| 5100 | | | | \$72,000 | \$90,900 | \$110,171 | \$129,818 | \$145,164 |
| 5100 | | | | \$11,256 | \$13,854 | \$17,398 | \$19,897 | \$22,629 |
| 5100 | | | | \$4,104 | \$4,752 | \$6,480 | \$7,128 | \$7,992 |
| 5100 | | | | \$5,000 | \$5,100 | \$5,202 | \$5,300 | \$5,412 |
| 5100 | 510 | Instr- S | \$19,740 | \$17,922 | \$21,321 | \$24,720 | \$28,119 | \$28,965 |
| 5100 | | | \$70,500 | \$23,622 | \$36,930 | \$42,223 | \$220,515 | \$252,913 |
| 5100 | | | \$42,750 | \$8,550 | \$8,636 | \$8,722 | \$8,809 | \$14,829 |
| 5100 | | | \$10,500 | | \$1,530 | \$3,606 | \$2,081 | \$13,138 |
| 5100 | | | | \$282 | \$355 | \$431 | \$503 | \$591 |
| 5100 | | | | \$19,000 | \$22,000 | \$31,000 | \$33,000 | \$37,000 |
| | | Total Exp 5100 (Basic Instruction) | \$143,490 | \$11,165,557 | \$1,439,011 | \$1,799,083 | \$2,216,545 | \$2,535,545 |
| 15200 - Exceptional Education | | | | | | | | |
| 5200 | 120 | ESE - Classroom Teacher Salaries | | \$84,000 | \$107,111 | \$118,893 | \$153,618 | \$166,000 |
| 5200 | 210 | ESE - Retirement | | \$1,260 | \$1,607 | \$1,783 | \$2,304 | \$2,491 |
| 5200 | 220 | ESE - FICA | | \$6,426 | \$8,194 | \$9,095 | \$11,752 | \$12,705 |
| 5200 | 230 | ESE - Group Insurance | | \$4,500 | \$9,090 | \$9,181 | \$9,273 | \$14,048 |
| 5200 | 240 | ESE - Workers Compensation | | \$1,050 | \$1,339 | \$1,486 | \$1,920 | \$2,076 |
| 5200 | 250 | ESE - Unemployment Compensation | | \$648 | \$648 | \$648 | \$648 | \$648 |
| 5200 | 310 | ESE - Professional and Technical Services | | \$17,640 | \$20,563 | \$23,596 | \$29,417 | \$32,733 |
| 5200 | 510 | ESE - Subsidies | | \$615 | \$765 | \$921 | \$1,082 | \$1,250 |
| 5200 | 750 | ESE - Other Personnel Services | | \$3,000 | \$3,000 | \$3,000 | \$4,000 | \$4,000 |
| | | Total For 5200 (Exceptional Education) | | \$119,139 | \$152,316 | \$168,603 | \$214,233 | \$236,248 |
| 16100 - Pupil Services | | | | | | | | |
| 6100 | 130 | P Serv- Other Certified Staff Member | | \$60,000 | \$60,600 | \$61,206 | \$61,818 | \$62,436 |
| 6100 | 160 | PUServ- other Support Personnel | | | | \$33,622 | \$33,959 | \$34,298 |
| 6100 | 210 | PwServ- Retirement | | \$900 | \$909 | \$1,422 | \$1,437 | \$1,451 |
| 6100 | 220 | P Serv- FICA | | \$4,590 | \$4,636 | \$7,254 | \$7,327 | \$7,400 |
| 6100 | 230 | PUServ- Group Insurance | | \$4,500 | \$4,545 | \$9,181 | \$9,273 | \$9,364 |
| 6100 | 240 | PUServ- Workers Compensation | | \$750 | \$758 | \$1,185 | \$1,197 | \$1,209 |
| 6100 | 250 | PUServ- Unemployment Compensation | | \$216 | \$216 | \$432 | \$432 | \$432 |
| 6100 | 750 | PusServ- Other Personnel Services | | \$1,000 | \$1,000 | \$2,000 | \$2,000 | \$2,000 |
| | | Total For 6100 (Pupil Services) | | \$71,956 | \$72,663 | \$116,304 | \$117,442 | \$118,592 |
| 16400 - Instructional Staff Training | | | | | | | | |
| 6400 | 120 | Promev- Classroom Teacher Salaries | | \$36,750 | \$22,212 | \$27,260 | \$31,298 | \$35,135 |
| 6400 | 140 | Promev- Substitute Teachers | | \$1,375 | \$1,500 | \$2,000 | \$2,250 | \$2,500 |
| 6400 | 310 | Promev- Professional and Technical Services | | \$3,000 | \$3,150 | \$3,308 | \$3,473 | \$3,647 |
| 6400 | 330 | Promev- Travel | \$5,000 | \$3,000 | \$2,400 | \$4,200 | \$2,400 | \$2,400 |

Bradenton Classical School **Five Year Budget Projections NO BOND** *Complete Budget - Manatee County*

| | | | | | | | | | |
|---|-----|-----------------------------------|------|---------|----------|----------|----------|----------|----------|
| 6400 | 510 | ProfDev-Su | lies | \$500 | \$525 | \$551 | \$571 | \$600 | |
| 6400 | 750 | ProfDev- Other Personnel Services | | \$4,000 | \$4,000 | \$4,000 | \$4,000 | \$4,000 | |
| Total For 6400 (Instructional Staff Tra | | | | \$6,000 | \$48,625 | \$33,787 | \$41,318 | \$44,000 | \$48,286 |

6500 - Instructional-Related Technolo

| | | | | | | | | | |
|--|-----|--|-----------------------------|----------|----------|----------|----------|----------|----------|
| 6500 | 310 | EdTech- Professional and Technical Ser | ices | | \$12,000 | \$12,600 | \$13,230 | \$13,892 | \$14,583 |
| 6500 | 644 | EdTech- Com | utErHardware Non Ca lalized | \$24,000 | \$18,116 | \$9,058 | \$9,504 | \$9,424 | \$32,949 |
| Total For 6500 - Instructional-Related Technol | | | | \$24,000 | \$30,105 | \$21,658 | \$22,734 | \$23,315 | \$47,535 |

7100 - Board

| | | | | | | | | | | |
|------------------------|-----|-------|-----------------------------------|----------|----------|----------|----------|----------|----------|--|
| 7100 | 310 | Board | Proressioal and Techical Services | \$24,000 | \$2,500 | \$8,000 | \$8,190 | \$8,385 | \$8,584 | Pkig Yr p, yoolle committment; actioolyear Board training and legal fees |
| 7100 | 320 | Board | InsL rance and Bord Premiums | | \$11,200 | \$14,616 | \$18,257 | \$22,226 | \$26,547 | Porticoel Board ntl ralexpense |
| 7100 | 330 | Board | Travel | | | \$3,000 | \$3,000 | \$3,000 | \$3,000 | ScMiter School Confer...e |
| 7100 | 510 | Board | sunlles | \$500 | \$500 | \$500 | \$500 | \$500 | \$500 | |
| 7100 | 730 | Board | Dues and Fees | \$750 | \$1,551 | \$1,914 | \$2,277 | \$2,640 | \$3,010 | Florida Charter School Conventum |
| Total For 7100 (Board) | | | | \$25,250 | \$15,831 | \$28,030 | \$32,224 | \$36,751 | \$41,634 | |

7200 - General I District Administration

| | | | | | | | | | |
|--|-----|-------------------------|--|-----------|-----------|-----------|-----------|-----------|--|
| 7200 | 730 | District- Dues and Fees | | \$100,516 | \$100,532 | \$101,020 | \$101,760 | \$102,672 | |
| Total For 7200 - General I District Administration | | | | \$100,505 | \$100,532 | \$101,020 | \$101,760 | \$102,672 | |

7300 - School Administration

| | | | | | | | | | | |
|--------------------------------------|-----|-----------|--------------------------------------|-----------|-----------|-----------|-----------|-----------|-------------|--|
| 7300 | 110 | Actnin | Administrator sal aties | \$100,000 | \$100,000 | \$161,600 | \$246,864 | \$249,310 | \$251,826 | Yr:311 dillpool AS Celnf Hecist |
| 7300 | 160 | Actnin- | ether SUJPCrtPersoonel | \$23,440 | \$60,400 | \$61,085 | \$74,182 | \$87,534 | \$88,410 | Scro> |
| 7300 | 210 | Actnin- | Retirement | \$1,852 | \$2,407 | \$3,340 | \$4,816 | \$5,053 | \$5,104 | |
| 7300 | 220 | Actnin- | FICA | \$9,443 | \$12,277 | \$17,035 | \$24,560 | \$25,770 | \$26,028 | |
| 7300 | 230 | Actnin- | Grup Insu-ance | \$4,500 | \$13,500 | \$18,180 | \$22,952 | \$27,818 | \$28,096 | |
| 7300 | 240 | Actnin | 'NDRkr's compensation | \$1,543 | \$2,104 | \$2,784 | \$4,013 | \$4,211 | \$4,253 | |
| 7300 | 250 | Actnin- | urnm rlvment commensatio | \$616 | \$648 | \$864 | \$1,296 | \$1,296 | \$1,296 | |
| 7300 | 310 | Admin- | Professional and Technical Services | \$5,000 | \$194,278 | \$190,724 | \$166,438 | \$197,054 | \$228,643 | LotteryMell Rllolementssof IMfE; ESP contract (minu payroll expertsBs) |
| 7300 | 330 | Actnin- | Tr3Vel | \$WO | \$1,200 | | | | | HOS,De11111travellOH&11111e |
| 7300 | 360 | Actnin- | Rentas | \$10,180 | \$12,340 | \$12,972 | \$13,938 | \$14,655 | \$15,339 | Ofkeequipment |
| 7300 | 370 | Actnin- | Communications | | \$2,115 | \$2,662 | \$3,230 | \$3,820 | \$4,433 | Podage |
| 7300 | 390 | Actnin- | ether Pu-chased Services | | \$2,820 | \$3,550 | \$4,317 | \$5,094 | \$5,910 | copiers/printersAamr(kiother) |
| 7300 | 510 | Actnin- | Supplies | \$5,000 | \$5,000 | \$5,150 | \$5,315 | \$5,464 | \$5,628 | |
| 7300 | 622 | Actnin-AV | Materials rNoo Cmitalized1 | \$5,000 | \$5,000 | \$5,150 | \$5,315 | \$5,464 | \$5,628 | Printers,[-...Jothersmill eq-<(pment) |
| 7300 | 642 | Actnin- | Furniture, Fixtures rNon Capitalized | | \$5,000 | | | | | |
| 7300 | 643 | Actnin | - Comtuter Hardwae-Capitalized | \$11,000 | \$3,399 | \$2,334 | \$4,008 | \$4,952 | \$14,027 | |
| 7300 | 680 | Actnin- | Rem oding/RenOV atoms | | | | \$267,560 | \$322,064 | \$380,342 | |
| 7300 | 730 | Actnin- | OLES and Fees | | \$1,128 | \$1,420 | \$1,723 | \$2,038 | \$2,364 | PmfesSioMl o riazition |
| 7300 | 750 | Actnin- | ether Persmnel Services | \$3,000 | \$3,000 | \$4,000 | \$6,000 | \$6,000 | \$6,000 | |
| Tmal for 7300 (rsoma Administration) | | | | \$186,173 | \$421,598 | \$492,850 | \$857,345 | \$967,621 | \$1,073,321 | |

7400 - Facilities Ac uisition

| | | | | | | | | | |
|---|-------|---------|-----------|-----------|-----------|-----------|-----------|-----------|--|
| 7400 | 360 A | reFocli | - Rentals | \$304,566 | \$387,115 | \$474,350 | \$566,470 | \$663,691 | |
| Total For 7400 - Facilities Acquisition | | | | \$304,566 | \$387,115 | \$474,350 | \$566,470 | \$663,690 | |

7500 - Fiscal Services

| | | | | | | | | | |
|----------------------------------|-----|-------|---------------------------------------|----------|----------|----------|----------|----------|--------------|
| 7500 | 310 | Fisca | - Professional aid Technical Services | \$10,000 | \$10,300 | \$10,619 | \$10,927 | \$11,255 | Mnual,r,u,th |
| Total For 7500 (Fiscal Services) | | | | \$10,000 | \$10,300 | \$10,609 | \$10,927 | \$11,255 | |

7600 - Food Services

| | | | | | | | | | | |
|--------------------------------|-----|--------|--------------------------------------|--|-----------|-----------|-----------|-----------|-----------|--|
| 7600 | 510 | Lunch | Sunlles | | \$2,538 | \$3,132 | \$3,726 | \$4,320 | \$4,914 | |
| 7600 | 570 | Lunch | Food | | \$102,116 | \$125,712 | \$149,850 | \$173,556 | \$197,694 | |
| 7600 | 641 | Lunch | Fu-riture, Fixtures-Capitalized | | \$1,500 | \$1,000 | \$1,000 | \$1,000 | \$1,000 | |
| 7600 | 642 | Lunch | Ftriture, Fixtures (Non Capitalized) | | \$8,300 | \$1,900 | \$1,900 | \$1,900 | \$2,000 | |
| 7600 | 644 | Lunch- | ComtuterHardwae rNm Cootalized | | \$750 | | | | | |
| 7600 | 690 | Lunch- | Computer Soft,Nare | | \$500 | \$510 | \$520 | \$531 | \$541 | |
| Total For 7600 (Food Services) | | | | | \$115,693 | \$132,254 | \$156,936 | \$181,307 | \$206,145 | |

7720 - Information Services

| | | | | | | | | | | |
|---------------------------------------|-----|---------|---------------------------------------|----------|----------|----------|----------|----------|----------|--|
| 7720 | 310 | InfServ | - Professional and Technical Services | \$8,000 | \$8,240 | \$8,487 | \$8,742 | \$9,004 | \$9,274 | |
| 7720 | 390 | InfServ | - Other Purchased Services | \$5,000 | \$5,150 | \$5,305 | \$5,464 | \$5,628 | \$5,797 | |
| Total For 7720 (Information Services) | | | | \$13,000 | \$13,390 | \$13,792 | \$14,206 | \$14,632 | \$15,071 | |

7800 - Pupil Transportation

| | | | | | | | | | |
|---------------------------------------|-----|-------|----------------------------|---------|---------|----------|----------|----------|--|
| 7800 | 390 | Trans | - Other Purchased Services | \$4,500 | \$9,180 | \$14,045 | \$19,102 | \$24,355 | |
| Total For 7800 (Pupil Transportation) | | | | \$4,500 | \$9,180 | \$14,045 | \$19,102 | \$24,355 | |

7900 - Operation of Plant

| | | | | | | | | | | |
|------|-----|----------|-------------------------------------|--|----------|----------|----------|----------|-----------|--|
| 7900 | 160 | Faciltv- | ott"J";rSunmrt Person l | | \$74,800 | \$75,629 | \$76,385 | \$77,149 | \$116,881 | |
| 7900 | 210 | Faciltv- | Retirement | | \$11,233 | \$1,134 | \$1,146 | \$1,157 | \$1,153 | |
| 7900 | 220 | Faciltv- | FICA | | \$5,728 | \$5,786 | \$5,843 | \$5,902 | \$8,941 | |
| 7900 | 230 | Faciltv- | Grup Insurance | | \$9,000 | \$9,090 | \$9,181 | \$9,273 | \$14,048 | |
| 7900 | 240 | Faciltv- | Worker's Comensatim | | \$936 | \$945 | \$955 | \$964 | \$1,461 | |
| 7900 | 250 | Faciltv- | Unemployment Compensation | | \$432 | \$432 | \$432 | \$432 | \$646 | |
| 7900 | 310 | Faciltv- | Professional and Technical Services | | \$59,760 | \$61,553 | \$63,399 | \$65,301 | \$67,210 | |
| 7900 | 320 | Faciltv- | Insurance and Bord Premiums | | \$23,265 | \$30,146 | \$37,656 | \$45,842 | \$54,752 | SecuryOfficorcontract Corp,enc,q11revi tobosoon P rish Charter with 3% escalloir; E Uo ling size b seel on '11 maxbuildingsizBoty5 |

Bradenton Classical School
Five Year Budget Projections NO BOND
Complete Budget - Manatee County

| | | | | | | | | | |
|-------------------------------------|-----|-------------------------------------|-----|-----------|-----------|-----------|-----------|-----------|--|
| 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 | |
| 7900 | 380 | Facility - Public Utilities | \$0 | \$4,512 | \$5,679 | \$6,892 | \$8,150 | \$9,456 | |
| 7900 | 390 | Facility - Other Purchased Services | \$0 | \$10,884 | \$11,910 | \$12,972 | \$14,072 | \$15,210 | |
| 7900 | 430 | Facility - Electricity | \$0 | \$16,286 | \$20,499 | \$24,874 | \$29,417 | \$34,131 | |
| 7900 | 510 | Facility - Supplies | \$0 | \$7,050 | \$8,874 | \$10,768 | \$12,734 | \$14,775 | |
| 7900 | 750 | Facility - Other Personnel Services | \$0 | \$2,000 | \$2,000 | \$2,000 | \$2,000 | \$3,000 | |
| Total For 7900 (Operation of Plant) | | | \$0 | \$230,356 | \$248,466 | \$267,589 | \$287,781 | \$358,013 | |

9100 - Community Service

| | | | | | | | | | |
|------------------------------------|-----|-------------------------------------|-----|----------|----------|----------|----------|----------|------------------------------|
| 9100 | 160 | Com.Srv - Other Support Personnel | \$0 | \$32,156 | \$41,252 | \$41,660 | \$51,017 | \$51,513 | Before and After school care |
| 9100 | 210 | Com.Srv - Retirement | \$0 | \$482 | \$619 | \$625 | \$765 | \$773 | |
| 9100 | 220 | Com.Srv - FICA | \$0 | \$2,460 | \$3,156 | \$3,187 | \$3,903 | \$3,941 | |
| 9100 | 240 | Com.Srv - Worker's Compensation | \$0 | \$402 | \$516 | \$521 | \$638 | \$644 | |
| 9100 | 250 | Com.Srv - Unemployment Compensation | \$0 | \$432 | \$648 | \$648 | \$864 | \$864 | |
| 9100 | 510 | Com.Srv - Supplies | \$0 | \$12,200 | \$9,700 | \$9,700 | \$9,700 | \$9,700 | |
| 9100 | 750 | Com.Srv - Other Personnel Services | \$0 | \$2,000 | \$3,000 | \$3,000 | \$4,000 | \$4,000 | |
| Total For 9100 (Community Service) | | | \$0 | \$60,132 | \$58,890 | \$59,341 | \$70,887 | \$71,434 | |

9200 - Debt Service

| | | | | | | | | | |
|-------------------------------|-----|---|---------|-----|-----|-----|-----|-----|-------------------------------|
| 9200 | 310 | Deb.Srv - Professional and Technical Services | \$5,000 | | | | | | Building Hope loan commitment |
| Total For 9200 (Debt Service) | | | \$5,000 | \$0 | \$0 | \$0 | \$0 | \$0 | |

9200 - Debt Service

| | | | | | | | | | |
|-------------------------------|-----|---|----------|----------|-----------|-----------|-----------|-----------|--------------------|
| 9200 | 710 | Deb.Srv - Principal Payment | \$0 | \$0 | \$114,296 | \$121,153 | \$128,423 | \$136,128 | Building Hope Loan |
| 9200 | 720 | Deb.Srv - Interest Payment / Debt Service | \$30,000 | \$30,000 | \$30,000 | \$23,142 | \$15,873 | \$8,168 | |
| Total For 9200 (Debt Service) | | | \$30,000 | \$30,000 | \$144,296 | \$144,296 | \$144,296 | \$144,296 | |

9999 - Reserve Funds

| | | | | | | | | | |
|--------------------------------|-----|-------------------------|-----------|-------------|-------------|-------------|-------------|-------------|--|
| 9999 | 999 | Reserve - Reserve Funds | \$0 | \$47,269 | \$58,348 | \$69,750 | \$81,463 | \$93,494 | |
| Total For 9999 (Reserve Funds) | | | \$0 | \$47,269 | \$58,348 | \$69,750 | \$81,463 | \$93,494 | |
| Total Expenses | | | \$432,913 | \$2,779,215 | \$3,403,487 | \$4,349,814 | \$5,098,531 | \$5,791,600 | |

Budget Totals

| | | | | | | | |
|------------------------|-----------|-------------|-------------|-------------|-------------|-------------|--|
| Total Income | \$500,000 | \$2,781,734 | \$3,431,284 | \$4,367,173 | \$5,111,744 | \$5,870,230 | |
| Total Expenses | \$432,913 | \$2,779,215 | \$3,403,487 | \$4,349,814 | \$5,098,531 | \$5,791,600 | |
| Net Revenue | \$67,087 | \$2,519 | \$27,797 | \$17,359 | \$13,213 | \$78,631 | |
| Projected Cash On Hand | \$67,087 | \$69,605 | \$97,402 | \$114,761 | \$127,974 | \$206,605 | |

ATTACHMENT Y

Bradenton Classical School 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 | \$500,000 | 6 | \$500,000 | | | | | | | | | | | |
| | | | \$500,000 | | \$500,000 | | | | | | | | | | | |
| 5100 • Basic Instruction | | | | | | | | | | | | | | | | |
| 5100 | 510 | Instn- Supplies | \$19,740 | 9 | | | | | | | | | | | \$9,870 | \$9,870 |
| 5100 | 520 | Instn- To/Books | 198,700 | 9 | | | | | | | | | | | \$4935 | \$4935 |
| | | Total For 5100(Basic Instruction) | \$118,440 | | | | | | | | | | | | \$59,220 | \$59,220 |
| 6400 • Instructional staff Training | | | | | | | | | | | | | | | | |
| 6400 | 330 | ProfDev- Travel | \$5,400 | | | | | | | | | | | | | \$5,400 |
| | | Total For 6400 (Instructional Staff Training) | \$5,400 | | | | | | | | | | | | | \$5,400 |
| 17100 • Board | | | | | | | | | | | | | | | | |
| 7100 | 310 | Board - Professional and Technical Services | 124,000 | 9 | 118,500 | | | | \$3,000 | | | \$500 | \$500 | \$500 | \$500 | \$500 |
| 7100 | 510 | Board - Supplies | 15,000 | 1 | 142 | WI | \$42 | \$42 | \$42 | \$42 | 142 | 142 | 142 | 142 | 142 | 142 |
| 7100 | 730 | Board- Dues and Fees | 5,750 | 9 | | | | | | | | | | | \$375 | \$375 |
| | | Total For 17100(Board) | \$144,750 | | \$118,642 | \$42 | \$42 | \$42 | \$3,042 | \$42 | \$42 | \$42 | \$42 | \$42 | \$1,057 | \$1,057 |
| 17300 • School Administration | | | | | | | | | | | | | | | | |
| 7300 | 110 | Adm'n - Administrator Salaries | \$100,000 | 1 | \$8,133 | \$8,133 | \$18,73 | \$18,73 | \$18,33 | \$18,33 | \$18,33 | \$18,33 | \$18,33 | \$18,33 | \$18,33 | \$18,33 |
| 7300 | 160 | Adm'n - Other Support Personnel | \$23,440 | 1 | \$195 | \$195 | \$195 | \$195 | \$195 | \$195 | \$195 | \$195 | \$195 | \$195 | \$195 | \$195 |
| 7300 | 210 | Adm'n-Rebrement | -92 | 1 | 17 | 17 | \$7 | \$7 | \$7 | \$7 | \$7 | \$7 | \$7 | \$7 | \$7 | \$7 |
| 7300 | 220 | Adm'n- FICA | \$944 | 1 | \$78 | \$78 | \$78 | \$78 | \$78 | \$78 | \$78 | \$78 | \$78 | \$78 | \$78 | \$78 |
| 7300 | 230 | Adm'n-Grou Insurance | 14,500 | 1 | \$375 | \$375 | \$375 | \$375 | \$375 | \$375 | \$375 | \$375 | \$375 | \$375 | \$375 | \$375 |
| 7300 | 240 | Adm'n - Worker's Compensation | \$154 | 1 | 112 | 112 | \$12 | \$12 | \$12 | \$12 | \$12 | \$12 | \$12 | \$12 | \$12 | \$12 |
| 7300 | 250 | Adm'n - Unemployment Compensation | \$61 | 1 | \$5 | \$5 | \$5 | \$5 | \$5 | \$5 | \$5 | \$5 | \$5 | \$5 | \$5 | \$5 |
| 7300 | 310 | Adm'n - Professional and Technical Services | \$5,000 | 9 | | | | | | | | | | | \$250 | \$250 |
| 7300 | 330 | Adm'n - Travel | 1,600 | 9 | | | | | | | | | | | | \$600 |
| 7300 | 360 | Adm'n - Rentals | \$10,180 | 9 | | | | | | | | | | | \$509 | \$509 |
| 7300 | 510 | Adm'n - Supplies | 15,000 | 9 | | | | | | | | | | | \$250 | \$250 |
| 7300 | 622 | Adm'n -AV Materials (Non Capitalized) | 15,000 | 9 | | | | | | | | | | | \$250 | \$250 |
| 7300 | 750 | Adm'n - Other Personnel Services | 13,000 | 9 | | | | | | | | | | | \$1150 | \$1150 |
| | | Total For 17300 (School Administration) | \$169,320 | | \$11,702 | \$11,702 | \$11,702 | \$11,702 | \$11,702 | \$11,702 | \$11,702 | \$11,702 | \$11,702 | \$11,702 | \$11,702 | \$11,702 |
| 17500 • Fiscal Services | | | | | | | | | | | | | | | | |
| 7500 | 310 | Fiscal- Professional and Technical Services | 15,000 | 9 | | | | | | | | | | | \$250 | \$250 |
| | | Total For 17500 (Fiscal Services) | \$15,000 | | | | | | | | | | | | \$250 | \$250 |
| 17720 • Information Services | | | | | | | | | | | | | | | | |
| 7720 | 310 | InfServ - Professional and Technical Services | 16,000 | 9 | | | | | | | | | | | \$400 | \$400 |
| 7720 | 390 | InfServ - Other Purchased Services | 15,000 | 9 | | | | | | | | | | | \$200 | \$200 |
| | | Total For 17720 (Information Services) | \$31,000 | | | | | | | | | | | | \$600 | \$600 |
| 19200 • Debt Service | | | | | | | | | | | | | | | | |
| 9200 | 310 | DebtSrv - Professional and Technical Services | \$5,000 | 1 | | | | | | | | | | | | \$5,000 |
| | | Total For 19200 (Debt Service) | \$5,000 | | | | | | | | | | | | | \$5,000 |
| 19200 • Debt Service | | | | | | | | | | | | | | | | |
| 9200 | 720 | DebtSrv - Interest Payment / Debt Service | 130,000 | 1 | | | | | | | | | | | | \$3,000 |
| | | Total For 19200 (Debt Service) | \$130,000 | | | | | | | | | | | | | \$3,000 |
| Total Expenses | | | | | | | | | | | | | | | | |
| | | Total Expenses | \$371,338 | | \$30,247 | \$11,747 | \$11,747 | \$11,747 | \$14,747 | \$11,747 | \$11,747 | \$12,247 | \$12,247 | \$12,247 | \$94,932 | \$135,932 |
| Budget Totals | | | | | | | | | | | | | | | | |
| | | Total Income | \$500,000 | | \$500,000 | | | | | | | | | | | |
| | | Total Expenses | \$371,338 | | \$30,247 | \$11,747 | \$11,747 | \$11,747 | \$14,747 | \$11,747 | \$11,747 | \$12,247 | \$12,247 | \$12,247 | \$94,932 | \$135,932 |
| | | (Net Revenue) | \$128,662 | | \$469 | - | - | -\$11 | -\$14,747 | -\$11,747 | -\$11,747 | \$12,247 | -\$12,247 | -\$12,247 | -\$94,932 | -\$135,932 |
| | | Adjusted Cash On Hand | \$128,662 | | \$469 | \$4 | \$4 | \$3 | -\$14,747 | -\$108,016 | \$39,269 | | \$371,774 | \$359,527 | \$264,595 | \$128,662 |

ATTACHMENT Z



August 29, 2023

RE: Bradenton Classical Academy Charter School

To whom it may concern:

Building Hope is a non-profit foundation based in Washington, DC that works to close the educational achievement gap by giving students access to high quality public charter schools in cities across the country. We support the expansion of academically successful schools with the capacity to grow their enrollments in order to catalyze change across their local public education systems by providing technical and financial assistance related to capital projects. Our services may also include grants to pay for professional fees associated with a project (i.e., architect, engineering), or other project-specific needs and sponsoring school fundraising events to support the academic program.

We have researched the background of the board and team of Bradenton Classical and Building Hope is committed to support Bradenton Classical Academy in securing a long-range plan for the opening of the above-referenced charter school. In order to ensure that the charter school is able to secure working capital for opening, Building Hope can offer a number of different services including facility and working capital financing. Building Hope may provide such financial assistance to the charter school by:

- Lending funds to for facilities acquisitions and/or improvements at below-market rates.
- Guaranteeing, insuring, and reinsuring debt used to assist charter schools to acquire, renovate, or construct school facilities.
- Guaranteeing or insuring leases of personal or real property that are needed to begin or continue the operation of the charterschools.
- Facilitating financing by potential lenders.
- Facilitating the issuance of bonds by charter schools or other public entities for the benefit of charter schools.
- Credit Enhancement Program

In addition, if the charter school is unable to secure a start-up grant, Building Hope can secure a line of credit for the school up to \$500,000 to help with the startup costs. The proposed terms have a five-year term with a 1% commitment fee and a 6% annual interest rate, subject to approval of the charter contract and board.

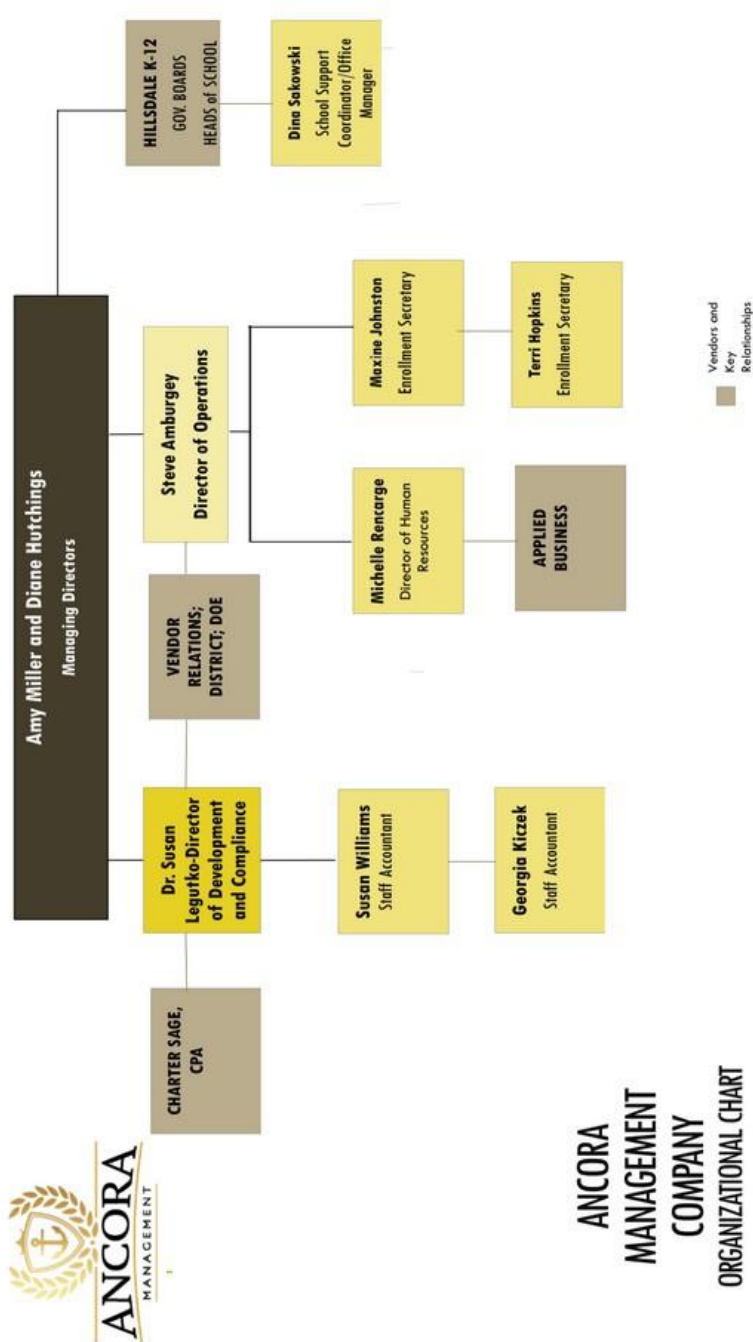
Sincerely,

Richard Moreno

President – Building Hope Services, LLC

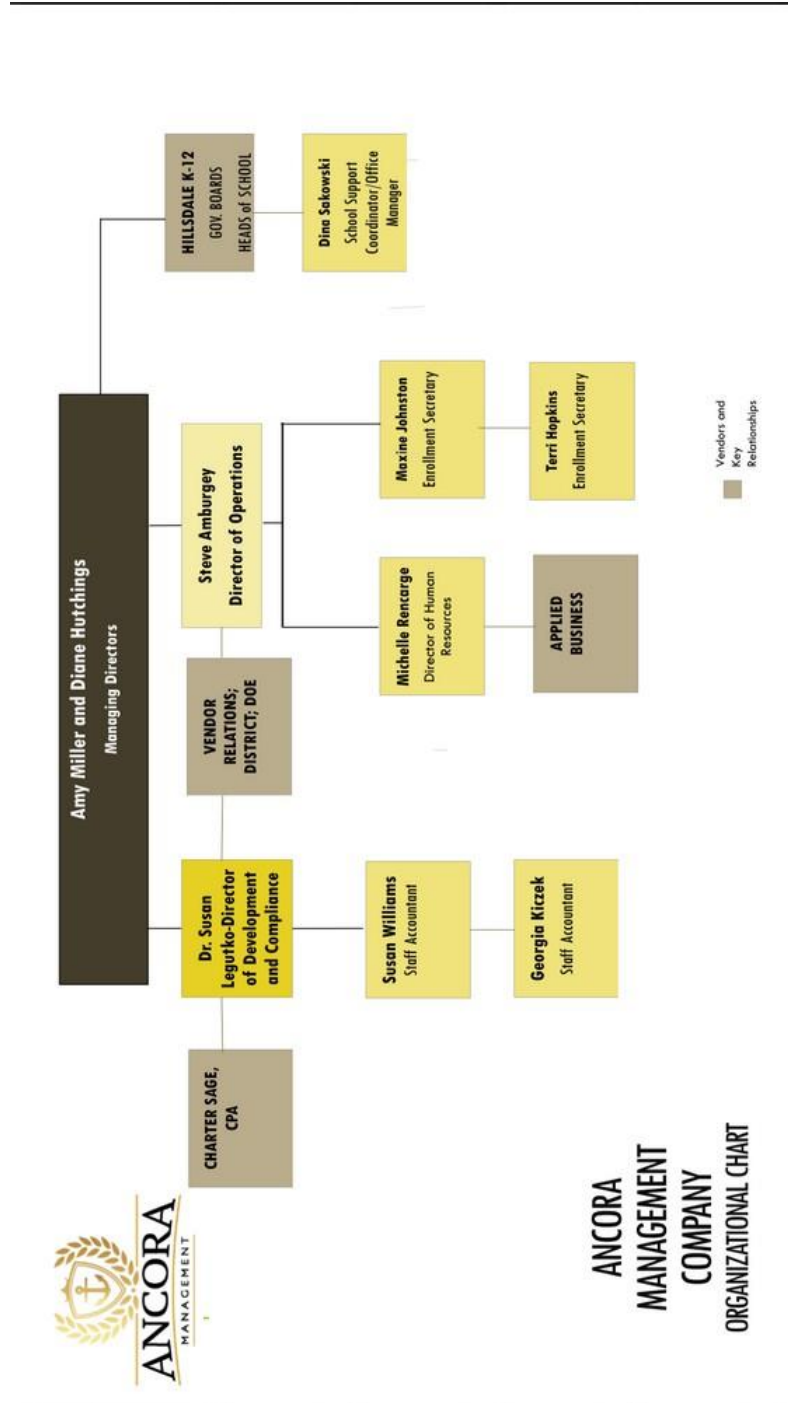
ADDENDUM AA
Not Applicable

ADDENDUM BB Ancora Organization Chart



ADDENDUM CC

Ancora Organization with Growth of Academy



ADDENDUM DD

| Ancora Management | | | Supporting documentation if applicable. | Lunch | Idoe.org/. | as (\$25,000). | total revenue) | authorizing district. |
|---------------------------|--------------------------------------|--------|---|------------------|--|----------------------------------|--|------------------------|
| Year 3 (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) |
| Clay | St. Johns Classical - Fleming Island | 100667 | Active | 858/4.8% | A | \$ 3,827,436.00 | 65.60% | no |
| Clay | St. Johns Classical - Orange Park | 100677 | Active | 251/41.4% | TBD (just completed year 1) | n/a - just completing first year | n/a | n/a |
| Martin | Treasure Coast Classical Academy | 100421 | Active | 1099/5% | B | \$ 2,832,000.00 | 86.60% | no |
| | | | | | | | | |
| | | | | | | | | |

| Ancora Management | | | Supporting documentation if applicable. | Lunch | Idoe.org/. | as (\$25,000). | total revenue) | 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) | |
| Clay | St. Johns Classical - Fleming Island | 100667 | | | | | | |
| Clay | St. Johns Classical - Orange Park | 100677 | | | | | | |
| Martin | Treasure Coast Classical Academy | 100421 | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

ADDENDUM EE

DRAFT

SERVICE AGREEMENT

This Service Agreement (the "**Agreement**") is made and entered into as of the _ day of December 2023, by and between Ancora Management, L.L.C. a Florida Limited Liability Company (the "**Service Provider**"), and **Bradenton Classical Academy, Inc., P.O. Box 14621, Bradenton, FL 34280**, a Florida non- profit corporation ("**School**") (individually "**Party**" and collectively, "**Parties**").

RECITALS

A. After conducting all appropriate due diligence, including review of the experience of Service Provider's staff, verification that the Fee for Services (as defined herein) is reasonable and consistent with the market rate for such services, and review of the need for the Services at the Charter School, School agrees that it is in the best interest of the Charter School for School to enter into this Agreement with Service Provider.

B. Service Provider is a Florida Limited Liability Company formed for the purpose of supporting public charter schools such as the Charter School, with the mission to provide services which will allow instructional personnel, including the headmaster, maximum time and resources to meet the needs of scholars.

C. The parties desire to establish this arrangement with Service Provider to provide services as further set forth in Article III of this Agreement (collectively, the "**Services**")

Therefore, for good and valuable consideration, the receipt of which is hereby acknowledged, it is mutually agreed as follows:

ARTICLE I CONTRACTING RELATIONSHIP

A. **Recitals.** The foregoing recitals are true and correct and incorporated herein by reference.

B. **Authority and compliance with Charter Contract and Applicable Laws.** Parties each represent that they are authorized by law to enter into this Agreement. Service Provider represents and warrants it is authorized by all Applicable Laws to provide the Services. The Parties acknowledge that all Services must be provided in accordance with the Charter Contract and all Applicable Laws.

C. **Agreement.** Service Provider's obligations to the Charter School shall be only as expressly set forth in this Agreement. Duties required to be carried out by the Charter School which are not services under this Agreement shall remain the sole responsibility of the

Charter School's governing board ("Board"). Notwithstanding the foregoing, Service Provider acknowledges that it has been engaged by the Board to perform the Services on the basis of the knowledge and expertise of the Service Provider. Service Provider represents and warrants that it has disclosed all matters relevant to providing the Services to School.

D. **Designation of Agents.** The Board designates the employees of the Service Provider as agents of the Charter School having a legitimate educational interest such that they are entitled to access educational records under 20 U.S.C. Statute 1232g, the Family Rights and Privacy Act ("FERPA") and other Applicable Laws. The Board hereby authorizes Service Provider to communicate with and negotiate on the Board's behalf with all federal, state, and local government agencies, the Sponsor and vendors to the extent reasonably necessary to perform the Services unless specifically instructed otherwise by the Board.

E. **Background Screening.** Service Provider agrees that each of its owners, officers, employees, and agents who will be accessing Charter School grounds when scholars may be present or who may have direct contact with scholars, will (i) undergo and meet Level 2 screening and fingerprint requirements as described in Florida Statute Sections 1012.32 and 435.04 and (ii) meet all similar requirements of the Charter School, Sponsor and applicable Laws. Service Provider also agrees that any of its agents, employees or contractors handling funds or finances of the Charter School will be subject to the background, screening and fingerprinting requirements required by Applicable Laws for such positions.

F. **Status of the Parties.**

a. Service Provider is a Florida Limited Liability Company qualified to do business in Florida and is not a division or a part of the Charter School. School is authorized by the Charter Contract and Sponsor to operate a Charter School and is not a division or part of Service Provider. The Parties intend that the relationship created by this Agreement is that of an independent contractor and not employer and employee. As an independent contractor to School, Service Provider will be solely responsible for all federal, local, provincial and state employment (including self-employment), income, social security and other similar levies and taxes payable by Service Provider on or with respect to Service Provider's receipt of the Fee for Services pursuant to this Agreement.

b. Except as expressly provided in this Agreement or by specific action of the Board, no agent or employee of Service Provider shall be deemed to be the agent or employee of the Charter School. Service Provider shall be solely responsible for its acts and the acts of its agents, employees, and subcontractors. The relationship between Service Provider and Charter School is based solely on the terms of this Agreement, and the terms of any other written agreements between the parties.

G. **No Related Parties or Common Control.** Service Provider will not have any role or relationship with the Charter School that, in effect, limits School's ability to exercise any rights with respect to the operation of the Charter School, including termination rights under this Agreement or appointment of Board members. School and Service Provider will not be members of the same control group, as defined in Section 1.150-1(e) of the Treasury Regulations

under the Internal Revenue Code of 1986, as amended from time to time (collectively, the “**1986 Applicable Laws**”), or related persons, as defined in Section 144(a)(3) of the 1986 Applicable Laws. No members of the Board or their spouses will be employees of Service Provider.

H. **No Disparagement.** Parties agree that a good working relationship involves mutual respect and decorum during the Term of this Agreement, neither party shall make (or cause or 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 to redress issues related to performance of duties under this Agreement by either Party.

I. **Confidentiality.** In connection with their performance and activities under this Agreement, the Service Provider may become privy to, have access, and be exposed to certain information that is confidential or exempt pursuant to Florida’s Public Records Act (collectively, “**Confidential Information**”). Service Provider will maintain the Charter School’s Confidential Information in accordance with the Applicable Laws and not use it for any purpose other than in connection with the performance of Services under this Agreement and as otherwise required by the Applicable Laws.

J. **Intellectual Property Rights.**

a. Except as otherwise required by Hillsdale College pursuant to any agreement were developed by Service Provider at the direction of the Board with School funds dedicated for the specific purpose of developing such materials (the “**School Materials**”). Service Provider shall own all proprietary rights to, and the School’s proprietary interest shall not include materials that are or were developed or copyrighted or similarly protected by Service Provider. Service Provider shall also own all intellectual property rights, including, without limitation, any copyright rights in and to any non-curriculum materials created or provided by Service Provider, including all corrections, modifications, and derivatives thereof (collectively all of the foregoing shall be referred to as the “**Service Provider Materials**”). The parties acknowledge that to the extent the School’s Materials are a derivative of Service Provider Materials, the School’s intellectual property ownership rights extend only to the new, original aspects of such works and not to any underlying or pre-existing material.

b. Service Provider hereby grants to the School the non-exclusive, non-transferable license to use the Service Provider Materials for the Charter School during the term of this Agreement or any renewal thereof, including without limitation, the right to reproduce, publicly display, distribute, and create derivatives of same, in hard copy format, or electronically via the Charter School’s intranet. To the extent any part of the School Materials may be derivative of Service Provider Materials, the Charter School shall have the non-exclusive, non-transferable right to use such Service Provider Materials, as same may have been previously embodied or incorporated in the School Materials during the term of this Agreement solely in connection with the operation of the Charter School and in the ordinary course of such operations. School represents and warrants that during the term of this Agreement, the School will not exploit, or

assist any third party in exploiting, the Service Provider Materials for commercial purposes. The School hereby grants to Service Provider the non-exclusive, irrevocable, worldwide, assignable, right to use, distribute, modify and display the School Materials solely for educational purposes in any and all media now known or hereafter developed.

c. Service Provider hereby grants School the non-exclusive, non-transferable license to use Service Provider's trade name and any trademark(s) (collectively, the "**Service Provider Trademarks**"), as they now exist or in the future, to promote and advertise the Charter School. No other use of Service Provider Trademarks is permitted without Service Provider's prior written permission. The Charter School shall acquire no rights in the Service Provider Trademarks, and all goodwill of the Service Provider Trademarks shall inure to the benefit of and remain with Service Provider. Service Provider shall have pre-approval rights for each form and manner of public display of the Service Provider Trademarks.

d. The School shall own all intellectual property rights, including, without limitation, any copyright rights in and to any non-curriculum materials created by the School or created prior to the commencement of this Agreement, including all corrections, modifications, and derivatives thereof.

ARTICLE II TERM

A. **Term.** Agreement will be effective from _____ 1, 2026 and continue until terminated by the Parties in accordance with this Agreement. (the "**Term**").

B. **Renewal.** The Term of this Agreement may be extended upon the agreement of the Parties, in writing, prior to the expiration of the Term.

ARTICLE III FUNCTIONS OF THE SERVICE PROVIDER

For the Term of this Agreement, Service Provider will provide to School for the Charter School the following Services:

A. Financial Management

General Accounting:

1. Assist the Academy with the creation of financial reporting chart of account to comply with the Financial and Program Cost Accounting and Reporting for Florida Schools Redbook. Set up and manage subsidiary accounts to manage supplemental financial programs such as donations, field trips, teacher supplies, NSLP, late fees, lost/damage textbook and supply reimbursements and others as needed.
2. Process accounts payable, purchase orders and other documentation provided by the Academy with appropriate coding as indicated by the Academy.

3. Prepare, record and copy checks then submit to the Academy for signature and distribution or work with a payment service provider for ACH payments for the Academy's Head of School or designee's approval for payment.
4. Research and respond to billing and payment questions.
5. Process accounts receivable and deposits based upon information provided by the Academy. Academy shall deposit money and provide a breakdown of accounts each deposit should be coded into.
6. Reconcile bank accounts and provide a bank reconciliation report to the Academy monthly (cash bank and credit card bank accounts).
7. Provide monthly detailed financial reports including profit and loss statements, comparison to annual budget, classes fund balances, and a balance sheet at least five days prior to regular scheduled Board of Directors meetings.
8. Be available to answer questions of the Board of Directors (by telephone is acceptable).
9. Provide monthly financial reports to the Academy's Sponsor utilizing the format required by the state and/or district.
10. Prepare and record all required journal entries, including but not limited to prepaid accounts and revenue accruals.
11. Maintain inventory records, including but not limited to maintain records of ownership, and financially recognizing depreciation, asset additions, asset disposition and any revaluation needed.
12. Perform monthly closing procedures after all monthly adjustments have been made.

Quarterly:

13. Prepare and submit quarterly financial reports to the Trustee of our Bond in accordance with our mortgage, as applicable.
14. Prepare and submit quarterly reconciliation of grant income and expenditures. Prepare request for reimbursements to for Head of School or designee to submit to Academy's sponsor or grantor.

Annually:

15. Perform year-end close and prepare for annual audit
16. Meet with the Academy's chosen independent auditor to plan for the annual audit, complete all requested schedules, provide copies of requested test documentation and respond to audit field staff requests.
17. Assist with the preparation of the annual budget by proving elements such as but not limited to historical expense information and calculating possible budget scenarios for the administration and budget committee.

18. Prepare annual 1099 for vendors as required by law.

Other projects:

- 19. Guide the Board, Head of School, or other Academy related organizations in securing, and management of Bonds, or other financial related complexities, such as but not limited to accepting of stock donations and managing insurance policies.
- 20. Assist and guide the Head of School and other Academy related organizations with other operational contract negotiations (such as but not limited to, large procurement purchases, service providers such as technology support, facility support, safety compliance support, ESE support, ESOL support, Uniform provider, Lottery services, marketing firm, Food Service Management, and transportation services).
- 21. Apply for grants with FLDOE, and other grant opportunities.

22. Human Resources

- 23. Assist in financial management of fundraising events
- 24. Support and guide the operational and financial success of the Academy
- 24. Assist with creation and modification of human resource policies and salary schedules
- 25. Assist Head of School with recruitment and maintaining staffing of faculty and staff by processing onboarding, offboarding, background checks, clearance management and other regulatory compliance elements.
- 26. Assist with management of faculty contracts.
- 27. Process employee payroll, manage employee time and attendance, manage employee W2, and report taxes to regulatory compliance.
- 28. Coordinate and manage employee benefit and retirement packages with brokers in cooperation with Head of School.
- 29. Create and maintain Salary schedules, and ensure appropriate level pay for all faculty and staff.
- 30. Assist Head of School with addressing employee concerns and complaints.
- 31. Assist Head of School with recruitment programs.
- 32. Maintain a substitute pool and assist with scheduling for planned and unplanned faculty absences.

33. Management of Worker's compensation claims as needed.
34. Management of faculty and staff Professional Development records. Provide feedback and guidance to Head of School of faculty training gaps. Ensure faculty maintains appropriate Certifications.
35. Respond to the FLDOE FTE Survey Reporting.
36. Respond to FLDOE HR Survey.
37. Assist Head of School to ensure regulatory compliance to such as but not limited to ADA, FMLA, Title VII, OSHA, EPA, FLSA, others.

B. Board Support

38. Agenda: Assist the board chair and Head of School with the creation and posting of board agendas and public notifications.
39. Minutes: Assist the board secretary with the editing and posting of board minutes.
40. Public Records: Assist the board public record liaison and the Head of School with record keeping management and responding to record request according to Florida Statute.
41. Manage board member terms and required training in accordance with the Board Bylaws.
42. Assist with creation of Board established policies and procedures as needed.
43. Assist with background and clearance check management for board members.
44. Assist and guide in public outreach and media relations.
45. Guide and assist with Strategic short- and long-term planning.
46. Assist other Academy related board organizations as needed.

Additional Services. Any other services reasonably necessary or expedient for the effective administration of Charter School as agreed to, in writing, from time to time by Service Provider and the Board.

Place of Performance; Subcontracting. Service Provider may provide Services either at the Facility or elsewhere, or through subcontracts at its own expense and with Board approval, unless prohibited by the Charter Contract, the Applicable Laws. Subcontracting of any of the Service Provider's responsibilities under this Agreement shall not release Service Provider from its responsibilities for its obligations under this Agreement.

ARTICLE IV OBLIGATIONS OF THE BOARD

A. **Good Faith Obligation.** The Board shall be responsible for its fiscal and academic policy. The Board shall exercise good faith in considering the recommendations of Service Provider, including but not limited to, Service Provider's recommendations concerning policies, rules, regulations, and budgets. The Board remains ultimately responsible for fiduciary oversight and management for the operation of the Charter School.

B. **Assistance to Service Provider.** The Board shall cooperate with Service Provider and shall furnish Service Provider with such documents, records, and information reasonably necessary for Service Provider to properly perform its responsibilities under this Agreement, including but not limited to, timely notice of all Board meetings and access to account information for Charter School, as well as such information related to revenues received by the Charter School from any source.

C. **Unusual Events and Potential Charter Violations.** The Board agrees to timely notify Service Provider of any reasonably 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 Service Provider's ability to comply with its responsibilities hereunder or compliance with the Charter Contract.

D. **Retained Authority.** The Board shall retain all authority to govern the operations of Charter School. To the extent there is a conflict between the preceding sentence and the terms and conditions set forth in this Agreement, the preceding sentence shall control.

E. **Annual Review and Feedback to Service Provider.** The Board will annually review the Service Provider's performance and provide feedback on such performance to Service Provider 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.

F. **Fee.** Beginning on January 1, 2025 and for the Term of this Agreement, Charter School will pay Service Provider a fee equal \$225,000/annually until 400 students reached at which time, the fee would become six percent (6%) of Charter School's funds from the Florida Education Finance Program, herein after referred to as FEFP. Revenues for each Charter School year ("Fee"), payable in twelve monthly installment payments shall be adjusted throughout the year to reflect actual Revenues.

G. **Order of Payment of Expenses and Fee Deferral.** Expenses of the Charter School shall be paid each month in accordance with the Charter School Budget and in the following order of priority: (1) Charter School's obligations under any agreement or other

financing document relating to the issuance of bonds, notes, or related debt to finance the Facility; (2) salaries and benefits; (3) payments on any outstanding notes; (4) other operating expenses; and (5) monthly prorated Fee. In the event there are insufficient funds to pay the Fee in any month, such Fee will be deferred and accrue as an account payable until such time as there are sufficient funds to make payment. In the event there are insufficient funds at the end of any Fiscal Year for the Charter School to pay the monthly or deferred Fee, such outstanding Fee shall be payable (together with reasonable interest charges) no later than the end of five (5) years after the original due date of payment. Payment of the Fee shall be subordinate to other payments as described in Section V(C)(1), above.

H. Reimbursements. In addition to the Fee, Charter School will reimburse Service Provider for all commercially reasonable costs previously approved by Board and incurred and paid by Service Provider in providing the Services and included in the Charter School Budget. Service Provider will not add any fees or charges to the costs of anything Service Provider purchases under this Section V(E) with Charter School funds, on behalf of Charter School or as Charter School's agent.

I. Payments to Service Provider. Service Provider will receive the monthly installment of its Fee on or before the fifteenth (15th) day of each month unless delayed for reasons permissible under this Agreement.

J. No Transfer of Assets. No Charter School assets will be transferred to the Service Provider except for payment of the Fee, reimbursement of expenses as allowed by this Agreement and other assets transferred upon the express written approval of Board and Service Provider and payment by Service Provider to Charter School of a fair market value for such assets.

K. Availability of Funds. Service Provider shall only be required to perform its responsibilities under this Agreement to the extent that there are sufficient Revenues to make payments in accordance with the terms of the Budget.

L. Other Schools. The Charter School acknowledges that Service Provider may enter into similar agreements with other public Schools. Service Provider shall maintain separate accounting records for expenses incurred by and on behalf of the Charter School and other Schools and shall reflect in the Charter School's financial records only expenses incurred by or on behalf of the Charter School. If Service Provider incurs authorized expenses on behalf of the Charter School and other Schools which are incapable of precise allocation, then to the extent permitted by law, Service Provider shall allocate such expenses among all applicable Schools, including the Charter School, on a prorated basis based upon the number of scholars enrolled at the applicable Schools, or upon such other equitable basis as is acceptable to the Parties.

ARTICLE V TERMINATION OF AGREEMENT

A. **Termination for Cause.** This Agreement may be terminated for cause by either Party at any time upon the occurrence of a Material Default (as defined below), 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.

B. **Default.** The following shall be the only events of material default under this Agreement (each, a “**Material Default**”): Unless payment of Fees is deferred pursuant to Section V(D), the Charter School fails to make any payment due hereunder to the Service Provider within ten (10) days after the date such payment was due.

1. The Charter 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 setting forth the nature of such breach in reasonable detail, unless such breach is not capable of cure within thirty (30) days, in which case the Charter School shall have a reasonable period of time to cure such breach (not to exceed one hundred eighty (180) days).

2. Service Provider 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.

3. Service Provider 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 Service Provider to carry on its business and perform its obligations and functions under this Agreement.

4. Service Provider materially breaches this Agreement, which Material Breach would include, without limitation: (i) failure to account for the Service Provider’s or Charter School’s expenditures or pay the Charter School’s operating costs (provided funds are available to do so), (ii) failure to follow policies, procedures or rules duly adopted by the Board which are not in violation of this Agreement or Applicable Laws, (iii) receipt by the Board of unsatisfactory reports concerning Service Provider’s performance or the performance of the staff which are not adequately corrected or explained to the satisfaction of the Board, (iv) failure of Service Provider 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 Service Provider’s failure to adequately advise the Board of its obligations to operate the Charter School, or (v) there is a concern finding in an independent financial audit of the Charter School. In the event of a Material Breach, Service Provider shall have thirty (30) days after receipt of written notice from Charter School to remedy said breach setting forth the nature of such breach in reasonable detail, unless such breach is not capable of cure within thirty (30) days, in which case the Service Provider shall have a reasonable period of time to cure such breach (not to exceed one hundred eighty (180) days).

C. Termination or Non-Renewal of Charter. If the Sponsor cancels, non-renews or other Otherwise revokes the Charter Contract for the Charter School, Service Provider and Charter School agree that such cancellation, non-renewal, or revocation shall result in termination of this Agreement.

D. Transition. In the event of termination of this Agreement for any reason by either Party prior to the end of the Agreement's Term, Service Provider shall provide the School reasonable assistance for up to ninety (90) days to assist in the transition to another administrative or structural arrangement. Service Provider and Charter School shall negotiate in good faith to determine a reasonable fee for such services under this Section VI(E) in advance of the date of provision of such transition assistance.

E. Termination/Expiration.

1. In the event this Agreement is terminated pursuant to Section VI(B) above, such termination shall become effective immediately following the expiration of the applicable cure period, unless agreed otherwise in writing by the Parties.

2. Removal of personal property. Upon termination or expiration of this Agreement, Service Provider shall have the right to remove equipment and other assets owned or leased by Service Provider. Equipment and other assets owned by the Charter School or leased by the Charter School from third parties shall remain the property of the Charter School.

3. Except as otherwise provided in this Agreement, upon termination or expiration of this Agreement for any reason, all advances or out-of-pocket expenses paid by Service Provider in accordance with the Charter School Budget, as well as any deferred Fee under Section V(D), shall be immediately repaid by the Charter School unless otherwise agreed in writing by Service Provider.

F. 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 this Agreement. 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 one hundred twenty (120) days further written notice or at the end of a Fiscal Year, whichever is earlier.

**ARTICLE VI
INDEMNIFICATION AND INSURANCE**

A. Indemnification. As to the Service Provider, to the extent permitted by Applicable Law, and as to the Charter School, to the extent of the limits set forth in Section 768.28, Florida Statutes, each party to this Agreement (the “**Indemnifying Party**”) does hereby

agree to indemnify and hold the other party (collectively the “**Indemnified Party**”), harmless from and against any and all claims, actions, damages, expenses, losses or awards which arise out of (i) any negligent act or omission of the Indemnifying Party, or (ii) any noncompliance or breach by the Indemnifying Party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this Section VII(A), “Indemnified 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 other means as the Parties may mutually agree. Such indemnification by the Charter School is not intended as a waiver of sovereign immunity.

B. Insurance Coverage. Each Party shall maintain general liability insurance, including errors and omissions and crime coverage, in the amount of one million and 00/100 United States dollars (\$1,000,000.00) per occurrence (or such greater amount if required by the terms of the Charter Contract or Applicable Laws), with the other Party listed as an additional insured. In addition, the Charter School shall maintain an umbrella liability policy of two million and 00/100 United States dollars (\$2,000,000.00) (or such greater amount if required by the terms of the Charter Contract or Applicable Laws), with Service Provider listed as an additional insured. The Charter School shall maintain insurance on the Facility and related capital items as required by the terms of its Charter Contract and other binding documents, whichever is greater. Each Party and Charter School shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this paragraph. Each Party and Charter School shall comply with any reasonable information or reporting requirements required by the other Party’s insurer(s), to the extent reasonably practicable.

C. Other Insurance. Each Party shall maintain other insurance as required by Applicable Law, including workers' compensation insurance.

ARTICLE VII WARRANTIES AND REPRESENTATIONS

A. School Warranties and Representations. School represents that, on behalf of and in the name of the Charter School, it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. School warrants that its 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.

B. Service Provider Warranties and Representations. Service Provider warrants and represents that:

1. It is a limited liability company in good standing and is authorized to conduct business in the State of Florida.
2. It will comply with all registration and licensing requirements relating to conducting business under this Agreement. The Board agrees to provide commercially reasonable

assistance to Service Provider in applying for such licenses and permits and in obtaining such approvals and consents.

3. It will perform under this Agreement timely and in a professional, competent and workmanlike manner.

4. It will at all times provide adequate resources (including its own personnel) to perform the Services.

C. Mutual Warranties.

1. The Parties' respective performance under this Agreement will not violate the terms of any contract to which either of the Parties is a party.

2. The Parties' respective performance under this Agreement will not infringe, misappropriate, or otherwise violate any patent, copyright, trade secret or other intellectual property rights of any third-party, anywhere in the world.

3. The Parties' respective performance under this Agreement shall not violate any Applicable Laws.

4. The Parties each warrant for their respective organizations, that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting them, which if adversely determined, would have a material adverse effect on their respective ability to perform its obligations under this Agreement.

ARTICLE VII MISCELLANEOUS

A. **Sole Agreement.** This Agreement supersedes and replaces any and all prior agreements and understandings between the School and Service Provider.

B. **Force Majeure.** Notwithstanding any other sections of this Agreement, neither Party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control. The Party wishing to excuse a delay or inability to perform with this provision must provide at least thirty (30) days of notice to the other Party prior to the failure to perform.

C. **State Governing Law; Venue.** The rights of all Parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of Florida, with venue in Clay County, Florida.

D. **Official Notices.** All notices and other communications required by the terms of this Agreement shall be in writing and sent to the Parties hereto at the email or address set forth

below. Notice may be given by (i) by electronic mail with evidence of confirmed receipt by the receiving Party, (ii) certified or registered mail, postage prepaid, return receipt requested, or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal if given by facsimile, date of delivery if given by personal delivery, or upon the date of postmark if sent by certified or registered mail. Notices to the School shall be sent to the current address of the then current Board president, with a copy to the then current Board attorney. The address of the Parties hereto for the purposes aforesaid, inclusive of the address of the initial Board President and Board, are as follows:

School:
Bradenton Classical Academy, Inc.
Attention: Sherri Davidson, Chair
PO Box 14621
Brandenton, FL 34280
Sherri.Davidson.classicaledu@gmail.com

Service Provider:
Ancora Management L.L.C.
Attention: Amy Miller or Diane Hutchings
2233 Park Avenue, Suite 200 U
Orange Park, FL 32073
AMiller@AncoraFoundation.net
DHutchings@AncoraFoundation.net

E. **Assignment.** Service Provider may assign this Agreement with the prior written consent of the Board.

F. **Amendment.** This Agreement shall not be altered, amended, modified or supplemented except in writing approved by the Parties and signed by an authorized officer of Service Provider and the School.

G. **Waiver.** No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

H. **Dispute Resolution; Costs and Attorneys' Fees.** 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. 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). 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. If any Party commences an action against another Party as a result of a breach or alleged breach of this Agreement, the prevailing Party shall be entitled to have and recover from the losing Party reasonable attorneys' fees and costs of suit.

I. **Delegation of Authority.** Nothing in this Agreement shall be construed as delegating to Service Provider powers or authority of the Board which are not subject to delegation by the Board under Florida law.

J. **Compliance with Law.** The Parties to this Agreement agree to comply with all Applicable Laws.

K. Compliance with Charter Contract. The Parties to this Agreement agree to comply with the terms and conditions set forth in the Charter Contract.

L. Survival of Termination. All representations, warranties and indemnities made in this Agreement which by their terms are intended to survive the termination of this Agreement will survive any such termination.

M. 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.

N. Compliance with Florida's Public Records Act. In accordance with Section 119.0701, Florida Statutes, Service Provider will comply with the requirements and the Act (Chapter 119, Florida Statutes) with respect to any records maintained by the Service Provider relating to the Charter School and any other records maintained by Service Provider which are subject to such Act.

O. No Third-Party Rights. This Agreement is made for the sole benefit of School and Service Provider, and their respective permitted successors and assigns. Except as otherwise expressly provided herein, nothing in this Agreement will create or be deemed to create a relationship between the Parties to this Agreement, or either of them, and any third person, including a relationship in the nature of a third-party beneficiary or fiduciary.

P. No Inconsistent Tax Position. Service Provider agrees that it is not entitled to and will not take any tax position that is inconsistent with being a Service Provider to the Charter School, including but not limited to claiming any depreciation or amortization deduction, investment tax credit, or deduction for any payment as rent with respect to the Facility.

Q. Interpretation. The use in this Agreement of the word "including" means "including, without limitation." The title of and the article, section and paragraph headings in this Agreement are for convenience of reference only and will not affect or govern the interpretation of this Agreement.

R. Severability. If any provision in this Agreement would be held in any jurisdiction to be illegal, invalid, prohibited, or unenforceable for any reason, then such provision, as to such jurisdiction, will be ineffective without invalidating the remaining provisions in this Agreement or affecting the enforceability, legality, or validity of such provision in any other jurisdiction. Anything in the immediately preceding sentence to the contrary notwithstanding, if such provision could be drawn more narrowly so as not to be illegal, invalid, prohibited, or unenforceable in such jurisdiction, it will be so narrowly drawn, as to such jurisdiction, without invalidating the remaining provisions in this Agreement or affecting the enforceability, legality, or validity of such provision in any other jurisdiction.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

Bradenton Classical Academy, Inc.
Printed Name: Sherri Davidson
Its: Board Chair
Date:_____

Ancora Management, LLC.
Printed Name: Amy Miller
Its: Managing Director
Date:_____

**ADDENDUM FF –
Letter of Intent from Hillsdale**

October 17, 2022

Bradenton Classical Academy
Attn: Mrs. Sherri Davidson
PO Box 14621
Bradenton, FL 34280

Re: Letter of Intent Regarding Bradenton Classical Academy and Hillsdale
College, K12 Education Office

Dear Mrs. Sherri Davidson,

This Letter of Intent (the “Letter”) summarizes the principal terms and conditions that shall govern the relationship between Hillsdale College and its K-12 Education Office (collectively, “Hillsdale”) and Bradenton Classical Academy (“Institution”), in connection with Hillsdale’s evaluation of Institution’s school for a potential affiliation between the two parties (the “Application Evaluation Process”). Both Institution and Hillsdale are referenced herein individually, as a “party” and collectively, as the “parties.”

In consideration of Institution having submitted an Application to Commence a Relationship with Hillsdale (the “Application”) to Hillsdale and Hillsdale’s review of the Application in connection with the Application Evaluation Process, the parties intending to be legally bound agree as follows:

1. Term. The Term of this Letter shall commence on the date of this Letter (the “Effective Date”) and shall continue until the earlier of: (a) twelve (12) months after the Effective Date, (b) the date on which Institution officially employs a headmaster, principal, or a similar position having responsibility for managing daily operations at the school (“Head of School”), or (c) per the Termination clause contained within this letter; provided however, that upon request by Institution, Hillsdale shall have the option, in its sole and absolute discretion, to extend the Term of this Letter, in writing, and for such additional periods of time as Hillsdale deems appropriate (the “Term”).

2. Requirements of Institution.

a. *Phase I Gateways* – By the end of the first six (6) months after the Effective Date or fifteen (15) months prior to the anticipated commencement of the Institution’s school’s first academic year, whichever comes sooner, and as a condition of receiving Hillsdale’s ongoing support as outlined in Section 3, Institution, including those involved in its founding and creation of the school (the “Group”), shall complete all of the Phase I tasks in Exhibit A to this Letter, which is attached hereto and incorporated herein.

b. *Phase II Gateways* – By no later than the end of the first twelve (12) months after the Effective Date or twelve (12) months prior to the anticipated commencement of the Institution's school's first academic year, whichever comes sooner, and as a condition of receiving Hillsdale's consideration for acceptance as a Hillsdale College Member School, Institution and Group, as applicable shall complete all the Phase II tasks in Exhibit A to this Letter.

c. *Cooperation with Hillsdale* – In connection with the Application Evaluation Process and during the Term of this Letter, Institution shall make the appropriate persons available, upon request by Hillsdale, to address any questions, participate in any interviews, and to meet during any Hillsdale site visits to Institution's site for the school, as may be reasonably requested by Hillsdale representatives. Institution acknowledges and agrees that all information and statements provided to Hillsdale in accordance with this Letter shall be current, complete, and accurate and that Institution will promptly inform Hillsdale of any material changes to any information provided or statements as part of the Application Evaluation Process. Significant material changes, which include but are not limited to a majority turnover of board membership or changes to the opening plan with regard to overall school size or grade offerings, will require formal notice to and consideration by Hillsdale.

d. *Diligence Concerning Authorizer Requests* – During the Term of this Letter, Institution shall act diligently to ensure timely responses to questions and requests for information from the applicable state authorizer for the school to ensure the best chance towards the school opening under the time frames contemplated under this Letter.

e. *Hillsdale's Right to Delay and Require a Remediation Plan* – Under circumstances where, in Hillsdale's sole discretion, Institution is not reasonably accomplishing the tasks within the time limits set forth in Sections 2(a) or (b), Hillsdale shall have the option to (i) recommend that Institution delay its opening and operation of the school for an additional year, or (ii) require Institution to create and submit a remediation plan to Hillsdale regarding how Institution proposes to accomplish the delinquent tasks, or (iii) require Institution to reapply for assistance through Hillsdale's annual application process. Where the Institution agrees to delay the opening, the terms and conditions of any subsequent agreement or renewal regarding the terms of support will be addressed by a separate document or letter of understanding. In the event that Institution repeatedly fails to accomplish the tasks within the time limits set forth in Sections 2(a) or 2(b), or a remediation plan, Hillsdale shall have the right to call Institution in material breach and to terminate this Letter without any additional obligation to Institution and School.

3. Hillsdale's Support Services. During the Term of this Letter, Hillsdale shall provide Institution with the following assistance services as it relates to the school (collectively, the "Services"):

a. *Limited Access to Licensed Training Materials* – Hillsdale shall provide Institution with a limited License, as set forth in Section 5 of this Letter, for temporary access to certain materials and curricula for classical charter school education grades K-12, including, without limitation, a scope and sequence guide, exemplar materials, a program guide for each grade of K-12 and associated bill of materials, and other materials which Hillsdale, at its sole discretion, may provide (collectively, the "Licensed Training Materials") for use at the school especially in its

initial start-up efforts and charter authorization application, if applicable. For the avoidance of doubt, the Licensed Training Materials under this Letter does not include access to or copies of any auxiliary materials or resources and other copyrighted material or trade secrets that might be referenced in or that may accompany either the program guide or bill of materials otherwise reserved for fully licensed users under the terms and conditions of a separate Member School Agreement.

b. *Information and Guidance Concerning Certain School Documents* – Hillsdale shall provide Institution with assistance, including information and guidance, concerning the creation of Institution's bylaws, completing and filing IRS Form 1023 to obtain 501(c)(3) status for school, and in connection with Institution's application to the applicable state authorizer for the school.

c. *Vetting Head of School Candidates* – Hillsdale shall provide its assistance to Institution as part of the hiring process for the Head of School, which shall include interviewing candidates being considered for hire by Institution and providing the school's governing board (if different from Institution) with a recommendation regarding the hire of the position. Institution's decision on a Head of School has a direct impact on Hillsdale's future relationship and affiliation with Institution and the school.

d. INSTITUTION ACKNOWLEDGES AND AGREES THAT THE LICENSED TRAINING MATERIALS AND SERVICES PROVIDED HEREUNDER ARE PROVIDED "AS IS", WITH NO REPRESENTATION OR WARRANTY OF ANY KIND, EXPRESS OR IMPLIED, INCLUDING WITHOUT LIMITATION, ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, OR NONINFRINGEMENT OF INTELLECTUAL PROPERTY RIGHTS OR ANY IMPLIED WARRANTY ARISING FROM STATUTE, COURSE OF DEALING, COURSE OF PERFORMANCE, OR USAGE OF TRADE. HILLSDALE HAS NO DUTY TO INDEMNIFY INSTITUTION AND/OR SCHOOL HEREUNDER.

4. Publicity. For the duration of this Agreement, Institution may represent to third parties, in connection with the completion of the Institution's charter for the school and in communications with the applicable state authorizer, that Institution has executed a Letter of Intent with Hillsdale College's K-12 Education Office and is a Hillsdale College Candidate Member School. Institution can also indicate that it is receiving startup guidance from Hillsdale College and plans to use Hillsdale College K-12 curriculum. Institution shall not have any other right to use the names or logos of Hillsdale College. Upon expiration or termination of this Letter, Institution's rights under this Section 4 shall also immediately terminate and Institution shall not use Hillsdale College's name in any manner, except as may be mutually agreed upon by the parties in writing.

5. Limited Access to Licensed Works; Ownership. Subject to the terms and conditions of this Letter, Hillsdale hereby grants to Institution for limited use at the one school contemplated herein, a non-exclusive, nontransferable, revocable license and right to use, access, and reproduce the Licensed Training Materials on the approved mediums for strictly educational and non-commercial purposes and strictly within the Institution contemplated by this Letter for the purposes of its completion of the Application Evaluation Process. The Licensed Training Materials and all

related content created, purchased or otherwise belonging to or provided by Hillsdale are the sole and exclusive property of Hillsdale, and are protected by this Letter, as well as various state, federal and foreign intellectual property rights, including copyright laws and international copyright treaties and trademark laws. Institution may not download, transmit, copy, store, publish or distribute the Licensed Training Materials in any form or by any means, to any other entity, organization or school. By agreeing to the terms and conditions of this Letter, Institution shall not become the owner of the Licensed Training Materials but is entitled to use the Licensed Training Materials for educational and non-commercial means as specifically permitted according to the terms of this Letter. Institution may not alter or attempt to alter or modify any part of the Licensed Training Materials or the information contained therein. Institution agrees that they may not remove any Hillsdale credit or attribution, including attribution to any Hillsdale or other authors. Institution may not provide supplemental materials to the Licensed Training Materials without language making clear that such material is not part of the original Licensed Training Materials supplied by Hillsdale. Institution also agrees to furnish Hillsdale College with any derivative works created with reference to the Licensed Training Materials, including, but not limited to, applications to state authorizers, grant applications, and alignments between curriculum and state standards.

6. Confidentiality.

a. *Licensed Training Materials* – Institution acknowledges that the Licensed Training Materials and their contents are confidential and proprietary to Hillsdale, that the information contained therein is of significant value, and that its unlawful copying and/or disclosure to others may cause irreparable harm to Hillsdale. Hillsdale designates and protects its Licensed Training Materials, curricula and other trade secrets as confidential and proprietary. Institution shall not disseminate these confidential and proprietary materials to any individual or entity without the express written permission of Hillsdale. Hillsdale has and will continue to take appropriate measures and actions to prevent these confidential and proprietary materials from becoming available to persons other than those approved by Hillsdale to have access to such materials. Except as specifically provided herein, Institution hereby agrees and covenants that, during and after the Term, Institution will maintain confidentiality of such materials and will not, directly or indirectly, in one or a series of transactions, disclose to any individual, sole proprietorship, partnership, corporation, limited liability company, unincorporated society, trust or other entity (each a “Person”) outside of Institution organization for the school, or use or otherwise exploit the Licensed Training Materials for Institution’s own benefit or for the benefit of any Person other than members of Institution’s organization for the school.

b. *Letter and Other Hillsdale Confidential Information* – During the Term of this Letter, Institution acknowledges that Hillsdale may disclose or otherwise provide Institution with access to confidential information, including, without limitation, (i) the terms and conditions of this Letter, any exhibits or attachments thereto, (ii) any document Hillsdale marks as “Confidential” at the time of disclosure whether orally or in writing, and (iii) any other nonpublic, sensitive information that Hillsdale discloses to Institution (each and collectively, “Confidential Information”). Confidential Information shall not include information that (i) is in Institution’s possession at the time of disclosure, (ii) is independently developed by Institution without use of or reference to Confidential Information, (iii) becomes known publicly, before or after disclosure,

other than as a result of an act, omission or breach by Institution, or (iv) is approved in writing by Hillsdale for Institution to disclose. For the avoidance of doubt, Institution may disclose the terms and conditions of this Letter to its state authorizer without being in violation of this confidentiality provision. In each case in which Institution argues that one of the foregoing exceptions to Confidential Information applies, Institution shall have the burden of proof to establish such exception. For the duration of this Letter, Institution shall not disclose any Confidential Information to any board member, Group member, employee, agent, or representative of Institution or the school unless such person has a need to know such information in connection with a party's obligation under this Letter and it advises the party that such information is confidential, and Institution shall not disclose any Confidential Information to any other party without Hillsdale's prior written consent. Institution shall protect Confidential Information utilizing the same degree of care it uses to protect its own information of a confidential nature, but no less than a reasonable amount of care. Institution shall immediately notify Hillsdale in the event of any misuse or misappropriation of Confidential Information. Notwithstanding the foregoing, Institution may disclose Confidential Information as required by law, provided however, to the extent not prohibited by applicable law, it shall provide Hillsdale with prompt notice of the legal demand for disclosure and cooperate with Hillsdale in any effort by Hillsdale to obtain a protective order or to otherwise contest such disclosure, at Hillsdale's expense. At the conclusion of this Letter, Institution shall return or destroy, at Hillsdale's option, all Confidential Information and the Licensed Training Materials, and provide certification of the same.

7. Termination. Hillsdale reserves the right to terminate the terms of this Letter and access to the Licensed Training Materials immediately upon written notice to Institution in the event that Institution fails to comply with any term or condition under this Letter, as determined in Hillsdale's sole discretion. Without limiting the foregoing, material changes to the Institution, including, without limitation, significant changes to Institution's nonprofit status, its mission, the location of its proposed school, its governing body, or insufficient progress is being made towards the opening of the school, may be cause for termination at the discretion of Hillsdale. It is further understood and agreed that upon termination, Institution shall immediately cease any and all use of the Licensed Training Materials and any and all related content created or provided by Hillsdale. Institution agrees that upon termination or the receipt of any notice of impending termination that neither Institution nor its employees or representatives shall make or publish any statement having the effect of diminishing, damaging, or otherwise defaming the goodwill, value, or reputation of Hillsdale College.

8. Governing Law. This Letter shall be governed by and construed in accordance with the laws of the State of Michigan, without giving effect to any choice or conflict of law provision or rule.

9. Miscellaneous. This Letter may be executed in counterparts, each of which shall be deemed to be an original, but all of which shall constitute one agreement. The headings of the various sections of the Letter have been inserted for reference only and shall not be deemed to be part of this Letter.

10. No Additional Obligations. Each party hereto acknowledges that it is a separate entity and that nothing contained in this Letter shall be deemed to create a joint venture, partnership or any other relationship or require any party to enter into a subsequent transaction.

11. Assignment. The parties may not assign or transfer their obligations under this Letter.

12. Severability. If any provision of this Letter is found to be unenforceable, the remainder shall be enforced as fully as possible and the unenforceable provision shall be modified to the limited extent required to permit its enforcement in a manner most closely approximating the intention of the parties as expressed herein.

IN WITNESS WHEREOF, the parties hereto accept and agree to be legally bound by the terms and conditions set forth above and have caused their respective duly authorized representatives to execute this Letter as of the Effective Date.

HILLSDALE COLLEGE

By: 

Print Name: Richard P. Pewé Jr.

Title: VP/CAO

INSTITUTION

By: 

Print Name: Sheri Davidson

Title: Chair of Board

MARKET FEASIBILITY STUDY by Carvelli and Associates, June 2024

Proposed Manatee County, Fla. Charter School Bradenton Classical K-12 Academy

Market Feasibility Study

Completed By:



June 30, 2024

Feasibility Report Overview

This charter school market feasibility study was developed for Ms. Sherri Davidson and the proposed Bradenton Classical K-12 Academy charter school. This charter school is proposed to be located in Manatee County, FL in the area of Lakewood Ranch in the vicinity of SR 64 and Uihlein Rd. The opening date is to be determined and pending approval of a charter school application and a charter contract with the Manatee County School District.

The market feasibility study is composed of two key sections, a school feasibility recommendation, and references. Please see as follows:

Section 1. Key Manatee County Demographic Components Impacting The Public Education Sector (DataUSA, 2024) (University of Florida, 2024).

- Current Manatee County Population: 405,069
- 2035 Projected Population Range: 540,100 - 625,100
- 2040 Projected Population Range: 568,100 - 680,300
- 2045 Projected Population Range: 592,200 - 731,300
- Manatee County Median Age: 49.4
- Employed Manatee County Population: 174,991
- Median County Household Income: \$71,385 (9.88% growth 2022)
- Manatee County Population Diversity: White (69.8%), African American (7.9%), Hispanic (8.48%), Other (13.9%)
- Manatee County Educational Occupation Employees: 9,178
- Manatee County Education Earnings Median Income: \$94,274
- Manatee Residents with Associates, Bachelors, or Masters Degrees: 30.37%

The charter school is proposed to be in the vicinity of SR64 and Uihlein Rd. in the Lakewood Ranch area. Lakewood Ranch is a nationally recognized award-winning planned community with 55,000 residents in 25+ villages. A total of 24,100 additional residential units are in development or being planned. The average resident age is 47 years old.

Based on housing prices, the additional housing units, average household size of three people, and an average student generator rate of .440, these additional residential units should generate approximately 10,363 K-12 students in the Lakewood Ranch during the development expansion. (Montgomeryplanning.org, 2024)

Section 2. Key Manatee County Public School Information Impacting The Feasibility Study (www.manateeschools.net, 2024)

- Manatee County School District Total Student Population: 55,000
- Manatee County Traditional School District Supervised Schools: 50
- Manatee County Approved Public Charter Schools: 15
- Manatee County Charter School Grade Levels (15 Schools): K/VPK-5 (3), K/VPK-8 (6), K - 12 (2), 6-8 (2), and 6 -12 (2)

Citation For information In Sections Below Regarding Manatee County School District: (Saunders C., Bargerion T., and Clausi J., 2022)

- Manatee County Districtwide Facility Utilization Rate: 75.09%
- Manatee County Districtwide Facility Utilization Rate Range: 30%- 118%
- Manatee County Supervised Public Schools Over 90% Utilization: 8
- Manatee County Charter Schools Facility Utilization Rate: 84.2% (9006 students / 10,691 student stations)
- Manatee County Projected Charter Student Growth 2026-27 S.Y: 12,050 students
- Manatee County Expected Charter School Student Growth Increase Versus Current Student Population: 3,044 students (12,050 projected students - 9006 current students)

Facility Utilization Rates Of Public And Charter Schools In A Two – Four Mile Radius of Proposed Bradenton Classical K-12 Charter School, Based On An Intersection In Vicinity.

- B.D. Gullett Elementary School (3.1 mi.) - 118%
- Dr. Mona Jain M.S. (3.1 mi.) – 100%
- Gene Witt Elementary School (2.4 mi.) – 76%
- Gilbert McNeal Elementary School (3.7 mi.) – 87%
- Imagine Charter School VPK-8 (4.2 mi.) – 96%
- R. Dan Nolan M.S. (3.7 mi.) – 78%

Section 3. Recommendation Of Feasibility Of The Bradenton Classical K-12 Academy Charter School.

In my professional opinion, I believe that the current information outlined in this market feasibility report supports the long-term need for the opening of the Bradenton Classical K-12 Charter Academy in the vicinity of Lakewood Ranch development, specifically, in the area of SR64 and Uihlein Rd.

This feasibility determination is based on the following rationale from the research in this report:

- The general population of Manatee County, FL is estimated to grow in a range of between 187,231 to 326,231 residents over the next 20 years.
- The Lakewood Ranch communities are expected to add 24,100 new residential units over time and based on the student generation rate grow by 10,363 students, creating the need for additional schools.
- Five school district supervised public schools and one charter school are currently in the two-to-four-mile vicinity of the proposed Bradenton Classical K-12 Charter School. Their utilization rates range from 76% to 118%, necessitating the need for additional future schools.
- Currently, Manatee charter schools are operating at a more efficient rate of 84.2%, versus school district supervised public schools at 75.09%.
- There are 12,050 expected charter school students, 3044 more than the present enrollment, estimated to be in Manatee County by the 2026-27 school year, creating a need for additional charter schools.
- Charter schools in new communities in Florida are popular and the one charter school in the proposed vicinity of Bradenton Classical K-12 charter academy is at 96% facility utilization, creating a need in the area, as Lakewood Ranch communities grow.
- There are currently 9,178 people employed in Manatee County in educational occupations and 30.37% of the general population has a college degree, signifying an educationally supportive population, and local available education employees.

Certified By: John Carvelli, EdD., CEO

Date: June 30, 2024

Carvelli & Associates, LLC, P.O. Box 880124, Port St. Lucie, FL 34986

Feasibility Report References

Bureau of Economic and Business Research (BEER). University of Florida,
Gainesville, FL 2024.

DataUSA, <http://data.usa.io>, Manatee County, FL, Deloitte Touche Tohmatsu Limited
(DTTL), United Kingdom, 2024..

Lakewood Ranch Fact Sheet, Lakewood Ranch Development, Florida, Jan_ 26,
2022.

[ManateeSchools.net](https://manateeschools.net), Charter Schools Directory, Manatee County, FL 2024.

[MontgomeryPlanning.org](https://montgomeryplanning.org), Student Generation Rates. Montgomery County, Md"
2023.

Sawyers, C., Barger, T., and Clausen, J., Manatee County 5 Year Facility Works
Plan, Certified, Nov. 28, 2022.

District: C=elli & sociab3, LLC assembled information report from current; m.b.
Circuit: 1st Judicial Circuit and operator should include their own and verify their own
Writ: Information provided to applying and operating; Judge's charter application; submit, show will be,
submit, and apply for a change in school board or their authorized rules and the Florida Statute
required process.

IV. Attachment Templates

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 Bradenton Classical Academy 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 Sherri Davidson (name), Board Chairperson (title) to sign as the legal correspondent for the school.



Signature

11/18/2024

Date

Sherri Davidson

Printed Name

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 Bradenton Classical Academy
2. Full name Sherri Lynn Davidson
Home Address 6565 Riverview Blvd, Bradenton, FL 34209
Business Name and Address _____
Phone Number (941)232-9042
E-mail address Sherri.Davidson.Classicaledu@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-MII. 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 want to make a difference in the future of the children in our community. I want a curriculum that challenges them but also teaches virtues, creating the future leaders of our community.
6. What is your understanding of the appropriate role of a public charter school board member?

The board members should support the mission and values of the school. They need to be the support of the principal and staff, ensuring they have the tools needed to educate our children to the best of their abilities.

-
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 have had various roles including the President of the Florida West Coast Association of Occupational Health Nurses and as director for the Florida State Occupational Health Association of Occupational Health Nurses and program chair for the Florida Occupational Health Nurses Annual conference.

-
8. Describe the specific knowledge and experience that you would bring to the board.

I have had board member leadership training with the Florida Gulfcoast Board Institute. Previous management experience at Blake Medical Center Company Care where I brought the clinic from failing and close to dosing to \$500,000 net income and increased visibility in the community including becoming the primary caregiver for employees of Amazon in Ruskin where employees drove 45 minutes from Ruskin to be seen in our clinic.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Our mission is to give our scholars the best possible, well-rounded education that will cultivate future leaders who are able to critically think, know their place in our universe, be independent in their thoughts, be lifelong learners and exhibit character morality such as integrity, honesty, and self-accountability.

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

The program is rigorous but achievable. It has been proven by the 7 other Hillsdale Schools in Florida and the 80+ throughout the united States.

-
3. What do you believe to be the characteristics of a successful school?

A successful school is supportive of both the children and parents. The school staff are leaders and mentors to all family members, exhibiting moral characteristics to cultivate virtues and leadership in these families to enable these families to flourish both in the moment and in the future.

-
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 the progress of the scholars through the testing performed, the grades received by the scholars and the monthly financial statements. I will also work with the other members to visualize the future success of the school. This is achieved by being involved in the board meetings and the community at large.

-
5. What do you see as your role regarding the school leaders?

My role for the school leaders is as a support person. If there is something that is needed, I would like them to know I am available for assistance, but understand it is not my role to be involved in the day-to-day operations of the school.

Governance

1. Describe the role that the board will play in the school's operation.

The board will monitor the performance of the headmaster to ensure the teachers, scholars and staff have the tools necessary to perform their duties while monitoring the financial viability of the school. Fundraising will be a necessary role of the board to ensure the school has the funds needed for both academic and extra-curricular activities.

2. How will you know if the school is successful at the end of the first year of operation?

The school will be successful if the students achieve academic success, the parents feel their children had the same achievement and feel the staff supported them. Success is also when the teachers and staff feel empowered.

3. How will you know at the end of four years of the school is successful?

Success will be defined as a full school, that has added a grade every year and a waiting list of families who wish to attend the school.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Community education and involvement will be and has been an integral part of the school. The governing board needs to be actively involved in recruiting a headmaster who understands and lives the values of the school and is a leader who enables the staff to perform at their best. The board needs to ensure the school is safe for everyone and conducive to learning and the monetary support is in place to ensure financial viability.

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?

Due to Sunshine Laws it is difficult to speak to an individual in private to discuss actions of the other party but may need to be addressed in a proper meeting. Speaking to the individual with respect is imperative.

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 school has contracted with San Jose Schools for the third party ESP. SJS was interviewed by the board and a contract negotiated with the assistance of attorneys. SJS was voted as the ESP after vetting other ESP's. As the chair of board, I am the main contact with SJS. Our legal relationship includes being a partner with SJS and Hillsdale College in recruiting the headmaster for the academy and then ensuring the work done by them follows the mission and values of the school.

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.*

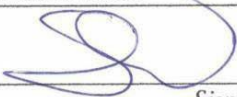
Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

- (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: Sherri Davidson



Signature

7/3/22

Date

IV. Board Member Information Form

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Bradenton Classical Academy
2. Full name Carolyn S. McClenny
- Home Address 1292 Timberlane Rd; Tallahassee, FL 32312
- Business Name and Address Same as above
- Phone Number 850-545-3165
- E-mail address carolynmcclenny@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

Served as Coordinator (1/2 year) and then Dean of Students (1 and 1/2 years) at Tallahassee Classical School in Tallahassee, FL, the first two years the school was open. During this time, the Principal position was open, so I did not receive any performance data. The school did not receive a school grade in year 1 due to COVID measures.

5. Why do you wish to serve on the board of the proposed charter school? As I transition from 30 years in education to retirement, I wish to continue serving the education community in a leadership capacity.

6. What is your understanding of the appropriate role of a public charter school board member?

Charter school board members assume a legal and fiduciary responsibility to ensure the school is operating in accord with its intended purpose and to contribute to well-functioning board.

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 served as Dean of Students at Tallahassee Classical (charter) School for almost two years and as Chair of the Division of University Studies at Thomas University for over ten.

8. Describe the specific knowledge and experience that you would bring to the board. I have leadership experience as described above. In addition, I have knowledge and expertise with classical education.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To educate the minds and hearts of children through a strong liberal arts curriculum, situated in a context that fosters excellence in civic virtue.

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

The progr= will emphasize a content-rich curriculum, encompassmg the knowledge, skills, and virtues critical for American citizens.

3. \Xlhat do you believe to be the characteristics of a successful school?

A safe, inclusive learning environment that fosters individual excellence in knowledge, skill, and virtue.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

Attending meetings reviewing progress monitoring and other assessment data, reviewing financial documents

5. \Xlhat do you see as your role regarding the school leaders?

The board will appoint and manage the Head of School. The Head of School will appoint and manage all other faculty and staff.

Governance

1. Describe the role that the board will play in the school's operation.

The Board's role is to manage both itself and the Head of School, to ensure that the school meets its educational goals and maintains financial stability. Fundraising will paly an important role in attaining these goals.

2. How will you know if the school is successful at the end of the first year of operation?

Assessment and financial data show that first year goals are met.

3. How will you know at the end of four years of the school is

successful? Assessment and financial data show that four-year goals are met.

4. \Xlhat specific steps do you think the charter school board will need to take to ensure that the school is successful? The board will need to continue its commitment to continuing education for charter school board members, work with San Jose Support to recruit candidates and then select the Head of School, continue to raise funds, ensure financial stability, and ensure compliance with applicable rules, laws, and statutes.

5. How would you handle a situation m which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? The board will follow predetermined policies for addressing unethical or detrimental behavior within the context of Sunshine Law.

6. If your school intends to contract with a third-party ESP:

- Summarize your involvement in the selection process;
- Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
- Indicate whether you have been involved in the review/negotiation of the management agreement.

The BCA board vetted and interviewed and selected San Jose Support for its ESP prior to my Joining the board. The board will continue to partner with San Jose Support in recruiting a Head of School and carrying out business operations, such as Human Resources.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

D 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: Carolyn McClenny

Carolyn McClenny

11/28/2022

Signature

Date

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Bradenton Classical Academy
2. Full name Mitchell Mong
Home Address 607 31st St West, Bradenton, FL 34209
Business Name and Address _____
Phone Number (941)650-9663
E-mail address Mitchmong@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?
I want to serve my community and support the classical education movement
6. What is your understanding of the appropriate role of a public charter school board member?
Support the Academy's success in educating scholars by ensuring they have the appropriate resources for success, including financial stability and are following all local, state and federal laws.

-
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 have been a productive member of my community for over 40 years including owning my own business. While I have not had experience in board service, my service in the Navy and my entrepreneur experience aid in my critical thinking and common-sense skills to support the Academy's success.
-
8. Describe the specific knowledge and experience that you would bring to the board.
- 40 years of general construction knowledge, business acumen.
-

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
- Bradenton Classical Academy's mission is to offer a choice to families who want a more rigorous curriculum along with education in virtues and integrity.
-
2. What is your understanding of the school's proposed educational program?
- The program is a well-rounded liberal arts program focusing on American traditions, literary history and civics that prepares our scholars for success in any role they chose whether it be going to a full university, trade school or working just out of high school. The program teaches them the virtues of honesty, integrity, and civic responsibility which prepares them to become the leaders of tomorrow that our community and county needs.
-
3. What do you believe to be the characteristics of a successful school?
- Please see above
-
4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?
-

I will be actively engaged in monitoring the efforts of the staff of the Academy by attending board meetings, engaging in committees, and continuing to promote the Academy to my community.

5. What do you see as your role regarding the school leaders?
- My role is one of support for the school leaders as I understand as a governing board, we support but do not get involved in day-to-day operations. We support the staff through financial support, governance support including assistance with legal questions, developing policies and procedures, monitoring the performance of the headmaster and ensuring all local, state and federal laws are followed.
-

Governance

1. Describe the role that the board will play in the school's operation.
- The board supports the financial success of the school by fundraising, ensures the staff is proper stewards of the monies provided for programs and following the local, state and federal laws.
-
2. How will you know if the school is successful at the end of the first year of operation?
- Satisfaction of the scholars, parents, and staff of the Academy along with financial stability.
-
3. How will you know at the end of four years of the school is successful?
- Satisfaction of the scholars, parents, and staff of the Academy along with financial stability.
-
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
-

Ensure the Academy is accessing all funds available, including federal, state, and local grants.

Develop a fundraising program to cover funds for extra-curricular activities. Monitor the charter management organization's performance via a yearly performance evaluation.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Following the Sunshine laws, the situation will need to be addressed in a board meeting and investigated if necessary.

6. If your school intends to contract with a third-party ESP:
- Summarize your involvement in the selection process.
 - Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
 - Indicate whether you have been involved in the review/negotiation of the management agreement.

Bradenton Classical Academy has contracted with San Jose Schools for the ESP program through a vetting process via the board. I have reviewed the contract and questioned appropriately certain aspects of the contract until my concerns were satisfied and feel San Jose is the best solution for Bradenton Classical Academy. As a board member, it is my responsibility to ensure San Jose is working in the best interest of the Academy and is a good steward of the monies provided to them.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
☐ No ☒ Yes

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: Mitchell Mong

Mitchell Mong
Signature

7-3-22

Date

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Bradenton Classical Academy
2. Has Full name Arlene Merriman
Home Address 6724 64th Pl East, Bradenton, Florida 34203
Business Name and Address _____
Phone Number 941-780-7587
E-mail address msteveandarlene2@msn.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
Budget/Allocations Committee, United Way/Des Plaines, 1998-2003; Founding Board Member and Secretary, Special People, Inc. 1985-2003
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
☐ Yes ☒ No
5. Why do you wish to serve on the board of the proposed charter school?
To provide the opportunity to bring quality classical education to all students in Manatee County.
6. What is your understanding of the appropriate role of a public charter school board member?

Each Board member will bring their individual strengths to the Academy. They will develop high standards for the personal growth of the student scholars, incorporating a rigorous curriculum guiding their education. In this way, we can promote academic success and provide parents a meaningful alternative educational environment for their child, while maintaining financial efficiency and accountability.

-
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
-

I believe that my 23 year career in Human Resources and Services and my 17+ years in various capacities in higher education plus my educational background would be valuable to the development of sound personnel policies and adherence to pertinent laws and regulations, staff recruitment, as well as networking with community leaders. I possess strong research and analytical skills, critical thinking skills and problem solving abilities that would be utilized in assessing staffing needs, student achievement goal-setting, and developing community connections. I will be able to use my communication and interpersonal skills to assist in effective committee work and in obtaining valuable community support.

-
8. Describe the specific knowledge and experience that you would bring to the board.
-

Budget projections, staff recruitment, human resources policy development. I previously worked extensively with community agencies and organization for the development of community connections. I facilitated the development of the Des Plaines Healthy Community Partnership, a consortium of various governmental, non-profit, educational, and social service agencies to develop programs to meet local health and social service needs. I was also involved in the development of a middle school afterschool program to address issues of developing character and other developmental needs that are so critical to developing strong, healthy, civically engaged young people.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

A classical charter school provides a content-rich course of study with a strong conviction that classical liberal arts and development of civic values is necessary in the formation of an ethical American citizen. A curriculum emphasizing language, math, science, history, Literature, philosophy, and the arts develops the "whole" child and a lifelong learner. The school will focus on the importance of individual accountability, integrity, and respect for citizenship in our country.

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

Curriculum to be in accordance to the Hillsdale College/Barney Charter School Initiative, and meet all Florida educational laws and standards.

3. What do you believe to be the characteristics of a successful school?

A clear and shared focus; effective professional school leadership; high but realistic expectations for staff and students; ongoing evaluation of both teacher and student performance and development; realistic goals for teacher, student, and community commitment to creating a learning environment; offering a secure and respectful educational environment; high levels of collaboration and communication within and outside the school.

4. As a board member, how will you monitor progress toward annual academic and financial/operational
-

goals and objectives?

Examination of regular financial reports; progress reports from school leadership on teacher development and training; student assessment of Math and Reading skill development; increased student admissions.

-
5. What do you see as your role regarding the school leaders?

Set policy; fiduciary responsibility; human resources recruitment.

Governance

1. Describe the role that the board will play in the school's operation.

The Board will oversee the Principal, and overall will contribute to the educational, oversight, legal, and financial skills needed to ensure long term organizational stability and ensure year-to-year educational excellence.

-
2. How will you know if the school is successful at the end of the first year of operation?

The school will be financially sound, there will be substantial family commitment and increased student numbers enrolled, and there will be measurable growth in student achievement.

-
3. How will you know at the end of four years of the school is successful?

There will be reasonable increase in student enrollment, the school will have a positive reputation within the community, there will be an increase in community support, and there will increasingly be more students matriculating into the next higher grades.

-
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Ensure financial accountability, and fiscal stability; verify legal compliance with all applicable laws; perform regular assessment of staff and provide staff with adequate resources to enable student growth and progress; assess student achievement through developmental markers and individual goal-setting.

-
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?

Any irregularities noted by a Board member would need to be brought to the Board's attention immediately and subjected to an investigative process.

-
6. If your school intends to contract with a third-party ESP:

- Summarize your involvement in the selection process;
- Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
- Indicate whether you have been involved in the review/negotiation of the management agreement.

The ESP was already in place prior to my acceptance as a Board member.

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: Arlene Merriman

Arlene Merriman
Signature

January 8, 2023

Date

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: Bradenton Classical Academy

2. Full name Justine Rinehart
Home Address 1144 Caddie Drive E, Bradenton FL 34203
Business Name and Address
Phone Number 231-633-1939
E-mail address jrinehartmom1@gmail.com

Resume and professional bio are attached here.

Resume and professional bio are attached here in the application (specify).

3R Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-profit or any not-for-profit corporation. If yes, explain.

Yes

1. Indicate whether you currently or have previously served as title 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, include any relevant data related to academic performance of the school(s).

Leaders Team - Kingsley Middle School, Kingsley MI 1998-2023

State assessment data (MStep):

2022-23 Academic Year- 53% Proficient in all subjects on state tests (15% higher than state avg)

60% Making progress toward proficiency in all subject on state tests (13% higher than state avg)

2021-22 Academic Year - 59% Proficient in all subjects on state tests (22% higher than state avg)

70% Making progress toward proficiency in all subjects on state tests (30% higher than state avg)

(Dashboard 1 from michigan.gov/data)

5. Why do you wish to serve on the board of the proposed charter school?

I strongly believe in the value and necessity of a rigorous academic education that includes character development.

6. What is your understanding of the appropriate role of a public charter school board member?

The appropriate role of a public charter school board member is to oversee the school leadership, educational integrity, finances, positive relationship with the district, community commitment, and stability 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 have recently retired after spending 25 years as a public middle school teacher and educational leader in Michigan.

8. Describe the specific knowledge and experience that you would bring to the board.

I have extensive training and experience in best practice teaching methods, motivating teachers and scholars, parent communication, state standards analysis and assessment writing, and school leadership.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to develop lifelong learners through a content-rich classical education in liberal arts, sciences, personal character, and the American civic virtue. We believe in helping students learn critical thinking skills so they can make sound decisions and become productive citizens who possess integrity, self-esteem, self-control, respect, and kindness.

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

The school will be using curriculum aligned to Florida education standards using a classical teaching model.

3. What do you believe to be the characteristics of a successful school?

Successful schools exhibit mutual respect between staff, scholars, and families, scholar achievement of state standards, differentiated instruction for diverse needs, strong extracurricular program, character development which includes integrity, taking responsibility for oneself, and a willingness to serve others. The school must also work well with the district, be financially sound, and in compliance with all state and federal laws.

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 visit classrooms and observe scholars, work with school leadership to analyze assessment data throughout the year, and attend monthly meetings that include financial reporting and status updates on budget projections versus actual spending.

5. What do you see as your role regarding the school leaders?

I will provide oversight and support to the school leaders while leaving the day-to-day operations in their hands.

Governance

1. Describe the role that the board will play in the school's operation.

The board is responsible for the long-term organizational stability of the school, providing educational oversight, community relations, fiscal responsibility, and compliance with state and federal laws.

-
2. How will you know if the school is successful at the end of the first year of operation?

Evidence of success will be found in scholar achievement data, sound financial reports, and staff, family, and community input.

-
3. How will you know at the end of four years of the school is successful?

In addition to the success markers listed above we should be reaching our growth goals and objectives, and see steady improvement in all areas.

-
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The charter school board will need to maintain ongoing communication with the district, school leadership and the community, as well as support the staff, and closely monitor finances and compliance.

-
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?

This would depend greatly on the specific situation, but I would first work to get to the truth of the matter, and then, if necessary, address it with the full board.

-
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.

I will be involved in obtaining and reviewing proposals from third-party ESPs to help determine the best organization to partner with. Legally, as a board member I will have no connection to the ESP, financially or personally, and I will work to ensure the contract is being fulfilled by both parties.

Disclosure

Whether you or your spouse is an employee of a charter management organization.

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. 112.30(2), (3), (7), and (12) and 112.31+J(J).
- (b) A member of a governing board of a charter school operated by a private entity or other public entity is subject to s. 112.31(1), 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 school, large local organization, or his or her spouse, including a member of the governing board of the charter school

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

- (a) This section applies to charter school personnel in a charter school operated by a private entity. As provided in this section, the term:
- "Charter school personnel" means a charter school officer, 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 equalized decision-making authority and who is vested with the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individual for appointment, employment, promotion, or advancement with the charter school in a charter school in which the authority as a member of a governing board of a charter school to make the appointment, employment, promotion, or advancement of individuals.
 - "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, grandchild, wife, daughter-in-law, mother-in-law, son-in-law, daughter-in-law; brother-in-law; sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepcousin, half brother, or half sister.
- (b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, or advance individuals in or to a position in the charter school in which the personnel are serving or over which the personnel exercise jurisdiction or control of a board of directors 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 a charter school personnel who is a relative 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 in violation of 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 section.

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: Jus--h ne..Ki ne.Jttrf

Christine Rinehart
Signature

1-15-24
Date

Addendum

Addendum A: REPLICATIONS

- A. Identify the existing school(s), including MSID number(s), to be replicated and provide evidence that the existing design has been effective in raising student achievement. The effectiveness of an existing school design should include evidence of the success of the academic program as well as organizational and financial viability. It should show a direct relationship between program elements and student achievement.
- B. Discuss the key components or non-negotiable elements of the educational program that make the school design what it is and that the operator will expect to remain consistent and essential to the successful replication of the model.
- C. Describe how the target population for the proposed school compares with the population(s) currently being served. Explain why the model will be effective and successful in raising student achievement with the applicant's target population.
- D. To the extent that the target population for the proposed school differs from the populations being served in existing schools, explain any anticipated modifications and adjustments to the educational program.
- E. Describe any other ways in which features of the proposed school's educational program will differ from that of the school(s) to be replicated. Explain the rationale for the change(s) and any new resources that the variation(s) will require.
- F. Discuss the plan for replication, including if the operator will need to acquire and allocate additional financial and human resources necessary to replicate the design successfully. If additional resources are necessary, describe the plan for securing.
- G. Discuss the results of any past replication efforts, if applicable, and lessons learned – including particular challenges or troubles encountered; how you have addressed them; and how you will avoid or minimize such challenges for the proposed school.

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.
- B. Identify the High-Performing Charter School that the applicant intends to replicate, if different from the school identified in the previous question.
- C. Describe how the proposed school will be substantially similar to the high-performing school that is being replicated.
- 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.
- 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.

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 school desires to work with an ESP that can manage all back-office accounting/finances, human resource management, board management and compliance issues as well as an ESP that has experience working with other Hillsdale K-12 members schools. The school believes an ESP with classical experience, and business services experience will provide a strong foundation support to the school to allow the administrators and teachers to focus on education and curriculum, focus on the success of the scholars and families, and greatly improve the school's opportunity for success.**
- **A classical focused ESP, has the experience and knowledge to foresee potential combined business management and academic opportunities and weaknesses that can be potential failures for the Academy. This foresight will benefit BCA by providing guidance to the board and Academy leaders so as to implement appropriate preventative strategies to ensure the Academy is a success both classically academically and financially.**

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.

- **The school Requested Quotes from 13 individual companies identified as back-office service providers from personal past experiences, and as identified from the Florida Charter School Conference vendor list. The board's Back Office sub-committee reviewed the submissions, in addition to conversing with other Hillsdale schools within the State of Florida. After analyzing the submissions, and information provided from Hillsdale schools, BCA reached out to the highly recommended Ancora and requested an additional quote to consider. Each quote was analyzed along with reference checks, and the committee recommended approval of Ancora. Ancora possesses the greatest experience in classical charter school formulation, they are an approved Hillsdale provider, and they currently service several other Hillsdale schools within the State of Florida (this provides the opportunity to obtain best practices from other successful schools). Several of their employees were founding board members and are similar to Hillsdale K-12 member schools.**

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.

- **Reference checks included head of schools from the ESP's current schools. Discussion with these schools revealed Ancora has the reputation as being responsive, hardworking and trustworthy. They have performed according to their contracts.**

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.

- E. **The board has assessed the capacity of the ESP to successfully carry out the functions necessary through interviews, vetting, and reference checks.**

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.

See attached Ancora Management LLC brochure

B. Identify the ESP's leadership team and their specific roles and responsibilities. Include as Attachment BB an organization chart for the ESP.

See attached Ancora Management LLC brochure

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 Ancora staff is able to support the school.

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.

See Attachment DD.

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).

- **The ESP focuses on the back-office business of the school. The school will rely on the training and advisement of the Hillsdale K-12 program advisors for teacher training, guidance, and curriculum guidance and assistance. See Attachment DD for information regarding its' current clients' school grades.**

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**

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 school's governing board oversees the head of school and the ESP. All decisions and contractual obligations are solely the responsibility of the board. The ESP will assist with the logistics and organization of the governing board meetings, but all decisions will be made by the board.**

B. Explain whether the school has or will have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated⁴ 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.

NA

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.

The ESP will not oversee school employees, only work with the employees under the direction of the board.

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.

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 – Governing Board
Selecting Curriculum – School in alignment with Hillsdale
Selecting Professional Development programs - School
Data Management & Selecting Interim Assessments Determining Promotion Criteria - School
Setting a School Culture - School
Student Recruitment – School and ESP
School Staff Recruitment & Hiring School

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.

Providing Human Resources (HR) services (payroll, benefits, etc.) School
Fundraising School and Board
Managing Community Relations School
Selecting and Providing Information Technology School
Managing Facilities - School
Procuring Vendors School
Other Operational and Administrative Services, if Applicable School

ESP responsibilities

Financial Management

General Accounting:

- 1. Assist the Academy with the creation of financial reporting chart of account to comply with the Financial and Program Cost Accounting and Reporting for Florida Schools Redbook. Set up and manage subsidiary accounts to manage supplemental financial programs such as donations, field trips, teacher supplies, NSLP, late fees, lost/damage textbook and supply reimbursements and others as needed.**
- 2. Process accounts payable, purchase orders and other documentation provided by the Academy with appropriate coding as indicated by the Academy.**
- 3. Prepare, record and copy checks then submit to the Academy for signature and distribution or work with a payment service provider for ACH payments for the Academy’s Head of School or designee’s approval for payment.**
- 3. Research and respond to billing and payment questions.**
- 4. Process accounts receivable and deposits based upon information provided by the Academy. Academy shall deposit money and provide a breakdown of accounts each deposit should be coded into.**
- 5. Reconcile bank accounts and provide a bank reconciliation report to the Academy monthly (cash bank and credit card bank accounts).**

6. Provide monthly detailed financial reports including profit and loss statements, comparison to annual budget, classes fund balances, and a balance sheet at least five days prior to regular scheduled Board of Directors meetings.

7. Be available to answer questions of the Board of Directors (by telephone is acceptable).

8. Provide monthly financial reports to the Academy's Sponsor utilizing the format required by the state and/or district.

9. Prepare and record all required journal entries, including but not limited to prepaid accounts and revenue accruals.

10. Maintain inventory records, including but not limited to maintain records of ownership, and financially recognizing depreciation, asset additions, asset disposition and any revaluation needed.

11. Perform monthly closing procedures after all monthly adjustments have been made.

Quarterly:

13. Prepare and submit quarterly financial reports to the Trustee of our Bond in accordance with our mortgage, as applicable.

14. Prepare and submit quarterly reconciliation of grant income and expenditures. Prepare request for reimbursements to for Head of School or designee to submit to Academy's sponsor or grantor.

Annually:

15. Perform year-end close and prepare for annual audit

16. Meet with the Academy's chosen independent auditor to plan for the annual audit, complete all requested schedules, provide copies of requested test documentation and respond to audit field staff requests.

17. Assist with the preparation of the annual budget by providing elements such as but not limited to historical expense information and calculating possible budget scenarios for the administration and budget committee.

18. Prepare annual 1099 for vendors as required by law.

Other projects:

19. Guide the Board, Head of School, or other Academy related organizations in securing, and management of Bonds, or other financial related complexities, such as but not limited to accepting of stock donations and managing insurance policies.

20. Assist and guide the Head of School and other Academy related organizations with other operational contract negotiations (such as but not limited to, large procurement purchases, service providers such as technology support, facility support, safety compliance support, ESE support, ESOL support, Uniform provider, Lottery services, marketing firm, Food Service Management, and transportation services).

21. Apply for grants with FLDOE, and other grant opportunities.

22. Assist in financial management of fundraising events

23. Support and guide the operational and financial success of the Academy

HUMAN RESOURCES

24. Assist with creation and modification of human resource policies and salary schedules

25. Assist Head of School with recruitment and maintaining staffing of faculty and staff by processing onboarding, offboarding, background checks, clearance management and other regulatory compliance elements.

26. Assist with management of faculty contracts.

27. Process employee payroll, manage employee time and attendance, manage employee W2, and report taxes to regulatory compliance.
28. Coordinate and manage employee benefit and retirement packages with brokers in cooperation with Head of School.
29. Create and maintain Salary schedules, and ensure appropriate level pay for all faculty and staff.
30. Assist Head of School with addressing employee concerns and complaints.
31. Assist Head of School with recruitment programs.
32. Maintain a substitute pool and assist with scheduling for planned and unplanned faculty absences.
33. Management of Worker's compensation claims as needed.
34. Management of faculty and staff Professional Development records. Provide feedback and guidance to Head of School of faculty training gaps. Ensure faculty maintains appropriate Certifications.
35. Respond to the FLDOE FTE Survey Reporting.
36. Respond to FLDOE HR Survey.
37. Assist Head of School to ensure regulatory compliance to such as but not limited to ADA, FMLA, Title VII, OSHA, EPA, FLSA, others.

BOARD SUPPORT

38. Agenda: Assist the board chair and Head of School with the creation and posting of board agendas and public notifications.
39. Minutes: Assist the board secretary with the editing and posting of board minutes.
40. Public Records: Assist the board public record liaison and the Head of School with record keeping management and responding to record request according to Florida Statute.
41. Manage board member terms and required training in accordance with the Board Bylaws.
42. Assist with creation of Board established policies and procedures as needed.
43. Assist with background and clearance check management for board members.
44. Assist and guide in public outreach and media relations.
45. Guide and assist with Strategic short- and long-term planning.
46. Assist other Academy related board organizations as needed.

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?

The board will conduct surveys with board members and head of school on the ESP's performance.

C. Describe the payment schedule, including all fees, bonuses, early termination penalties, and any other compensation to be paid to the ESP.

\$225,000/annually until 400 students reached. At that time, would be 6% of FEFP.

D. Describe the types of spending decisions the management organization can make without obtaining board approval? **None** What reports must the ESP submit to the board on financial performance, and on what schedule? **Monthly financials will be provided to the BOD to include a balance sheet, income statement, cash flow (to include days of operation cash on hand), accounts payable summary (to include aging report), accounts receivable summary (to include grant status), budget vs actual, and profit and loss by class.** How will the school governing board provide financial oversight? **Along with closely monitoring the financial documents, the Board is responsible for approving the annual budget. Ensuring spending closely follows the budget will ensure financial prudence.**

E. What is the term (duration) of the management agreement? **TBD. Upon charter approval, Board will negotiate contract with ESP.** Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract? **Board will negotiate term of contract and review ESP 90 days prior to termination date to decide to renew or rebid.** 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? **90 days termination without 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. **See article VI in proposed contract.**

F. Provide as Attachment EE, a draft of the proposed management agreement with the ESP.



MISSION STATEMENT

ANCORA MANAGEMENT WILL PARTNER WITH CLASSICAL EDUCATION SCHOOLS TO PROVIDE SERVICES THAT SUPPORT THE MISSION AND VISION OF SCHOOLS FOCUSING ON THE REVIVAL OF AMERICAN CLASSICAL EDUCATION.

OUR PARTNERSHIP ROLE

Ancora exists to serve American classical schools in vital areas that the governing board is responsible for overseeing. The success of a charter school is dependent on a very wide spectrum of parameters that are not all ostensibly related to education but are necessary for the viability of the organization. Ancora provides the foundation and function of the business aspects of an effective school, allowing the principal to focus on the needs of the school allocated to the scholars, staff, and to execute the school mission. Additionally, Ancora works closely with the governing board

to transparently provide data and assistance that inform board decisions and policy. The Board is the managing authority of the school and responsible for the hiring of the management organization and is also responsible for hiring and the oversight of the Head of School.

Ancora serves at the pleasure of the Board and in partnership with the Head of School. Beyond the Ancora management team, there are staff members centered around each key area of responsibility along with third party, trusted vendors.

MANAGEMENT TEAM

Anmra Management. is a teal11 of professionals with many 1<ears of experientoe mllect.ively in ilhe education space.

- ?i.iana.ging partners **Diane Hut** **and Miller** saved as fmm.dm.g board members of a lliUsdale member K-12 sdhool, St. Jolins Cl.amcaJ Academy - Fleirung Island Campus. They also m.:mage St. Johns Classical Aeadeniy- Orange Park: Campus cwersieeing ilhe opening of this C:amplllB in a short.seven months.
- **Steve Amburgey**, Directm of Operntions, is a tenure,deducation professional providing a ,deep knm'lledge of c:o.mpliance, distrct., and state requirements.
- **Jana Sayler** is a eofouruieir and form.er Board. Chair ofTallah ee Cl.amcaJ School Her experien.oe in these roles eo111mned withher m.:myyears as a .lic:ensed Certified Public: Ac:coi.mtant bnng financial and c:o.mpliance expertise.
- The team is experienoed in facility development, m.ident rec:rui:ment, bonding to raise facility capital, establishing sound policies, enswi mission adherenoe, and rum.gating fed'era.l, state, and loc:a1 &mding as weU as the eaceounfabilityfor **that** funding.

WHAT SETS ANCORA APART

The uniqueness of this 11!3113gement t,eam is their first-hand exipertence of starting a schoo] from scratch at a dining room table **to** opening the school just 18 months later. The Team. experienced many challenges faced by neT1 schools - resistant school district a:c:c.eptance, leadership dh:m.ge,i, staffing issues, parent outcry, financial obstacles, and mo.re. While fuese challenges wer,e often overwhelming, the team learned, pers€Vered, and used the challenges to create a monger school. St. Johns Classical Academy achieved the c:oveted high performing status from the Florida Department ofEd.ueation in 2022, providing a 15"ye:llf eo.tract and aUowing replication (St. Johns Clas:sic:a1Academy-Ornnge iPark). In early 20Q2, the school a.loo received the Certificate of.Acreditation from the OOGN1t\, Glllobal Commission.With this experience, and a **love** :m.d deep r,espectfOJ' the .mission of dassi.c"a.l education, il.neora Management de.sires for aJl families **to** have the opportunity for their dnldren to experience this pedagogy. They understand a lreycomponentofa successfu] sdhool is developing trusted relationships between the .man gemem: mganization , the Board, and the school administration.

ANCORA'S MANAGEMENT TEAM



Diane Hutdmaggs
Managing Partner

Diane is the founding president of St. Johns Classical Academy. She is a long-time resident of Clay County currently serving as

the Tax Collector of Clay County. During her 20-year career in the financial services industry, she practiced financial planning at Smith Barney, Prudential, and finally First Florida Credit Union where she retired in November 2020.

She has enjoyed serving her community for many years beginning with a position on the Green Cove Springs City Council where she later served a term as Mayor. She was elected to represent District 3 on the Clay County Commission and served ten terms as Chair and two terms as Vice-Chair. She is a member of the Orange Park Sunrise Rotary and a past Trustee on the Board of Orange Park Medical Center.



Amy Miller
Managing Partner

Amy is the founding treasurer of St. Johns Classical Academy. Amy earned a Bachelor of Science degree in Environmental

Engineering and a Master of Business Administration from the University of Florida. She is both a licensed professional engineer and certified general contractor in the state of Florida.

She previously served as a Guardian ad Litem, a member of the Clay County Charter Review Committee, prior chair of the Clay Chamber Council Advocacy and Advisory Committee, and current chair of the Clay County Chamber of Commerce. She was a founder of the Northeast Florida Structural Engineers Association where she served as the local branch president as well as the president of the state executive board of the Association. She is a founding member and past president of the Women of Asphalt association.

AVAILABLE SERVICES

- Partnered with CPA firm that specializes in charter school financing and accounting.
- RFP for required annual audit.
- Coordination between the board and head of school to set budget priorities.
- Budgeting: preparation of annual and 5-year budgets.
- Monthly report of the financial position of the schools to the board including YTD status.
- Accounting of income due to the school
- Processing of all account receivables with oversight and approval by the board treasurer.
- Processing of all accounts payable.
- Reconciling of accounts monthly.
- Reconciling on-site funding received.
- Coordination of all travel for training and conferences.
- Identifying and submitting grant applications.
- Grant management
- Submitting of all financial documentation for fund reimbursement and maintain receivables.
- Maintain indenture of trust requirements to bond trustee

Enrollment Services

- Annual survey to parents
- Ensure adherence to class size requirements as required by the Florida Constitution
- Track current and future enrollment to keep enrollment as high as possible.
- Conduct lottery for placement of incoming scholars.
- Maintain and report the scholar waitlist.
- Support questions and inquiries from parents
- Process applications
- Ensure completion of scholar enrollment process

Growth

- Work with board to determine parameters of new location
- Secure funding for land acquisition/ construction: public municipal bonding/ short term bridge lending

Construction Management

- Planning and zoning applications
- Oversight of water management district applications
- Architectural and engineering plan oversight
- Create and oversight of RFPs for professional services

Compliance

- Florida Department of Education and United States Department of Education
- Florida Statutes

Risk Management

- Review insurance coverages for adequate coverage at the lowest cost
- Recommend policies that reduce risk exposure

Human Resources Management

- Advertising, interviewing, screening, and onboarding of new employees
- Maintain all personnel records
- Ensure compliance of all employee handbooks and legal requirements
- Track teacher certification
- Manage payroll
- Administration of insurance and other benefits
- Oversight of employee HR needs

Team Responsibilities

- Work with Board Chair: Head of School to prepare agenda and gather additional input for agenda items.
- Post agenda, virtual meeting announcement
- Review agenda with individual members
- Attend meetings and brief the board on areas requiring their oversight
- Reamline minutes from meetings and post for public access
- Ensure board members are current on board requirements
- Use of board software that serves as a repository for important documents and allows board members readily accessing Board meeting minutes.

Staff Responsibilities

- Provide technical support and training on testing, educational software and district reporting requirements.
- Provide support for school class scheduling.
- Provide support for high school scholarship tracking: GPA, credits, graduation requirements.
- Provide support on counseling for upper school students on Bright Futures and other scholarship opportunities and college applications.
- Website oversight and editing
- IT and computer services

Volunteer Responsibilities

- Assist in preliminary planning
- Coordination of building construction
- Contractor and professional services RFP
- Budgets
- Charter creation
- CSIP Grant & implementation and oversight
- Funding
- Marketing
- School layout planning
- Human resources: Vices for hiring
- Development of full inventory list for purchase
- Development of school furniture requirements
- Completion of building systems: bidding and implementation (landscaping, internet, cameras, phones, etc.)
- Submittal and implementation of National School Lunch Program
- Website creation and on-going assistance with maintenance

The responsibilities of Anoora focus on oversight of the school, board assistance and organization, business management, compliance, financial services, grant services, government relations, human resources responsibilities, legal corporate upkeep, marketing and public relations management, project management, obtaining needed capital options for school expansion(s), focused attention on charter school regulations, and policy guidance and adherence. Additionally, the focus is on best practice, guidance, in-depth evaluations of current funding opportunities and mechanisms, additional cost saving opportunities from school through vendor negotiations and economies of scale, and school charter renewals and accreditation.



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HiCharter School Review Commission

Standard Form for District School Board Input

Pursuant to Section 1002.3301, F.S., the Charter School Review Commission is created within the Florida Department of Education to review and approve applications for charter schools overseen by district school boards. If an applicant submits an application for a charter school to the Commission for review, the applicant must also provide a copy of the application to the school district in which the proposed charter school will be located. Within 30 calendar days after receiving a copy of the application, the school district may provide input to the Commission using this standard form. The Commission must consider such input in reviewing the application.

School districts can use the fields below to provide comments on an application before the Commission. Any comments should be referenced against specific sections within the application, and page numbers should be identified. Return the form using the instructions found on www.floridaschoolchoice.org.

| Section Number | Page Number | Comments |
|----------------|---------------------------|---|
| 1 | pp. 4-5 | <p>Multiple areas of required material are missing in the application sections 1C.</p> <p>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., is left blank. For the Statutory requirement of use of innovative learning methods, no pages are listed.</p> |
| 3 | pp. 20, 112, Attachment B | <p>There are substantial concerns in the Sample Student Schedule on how the appropriate instructional minutes and priorities/practices for Math/ELA with grades K/1. There is no intervention/support block listed for these grades. In addition, the math blocks range from 15 to 30 minutes with interruptions in between.</p> |
| 4 | pp.27-30 | <p>Section B of the IEPC-M1 September 2023 application requires the following information:</p> <p>“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.”</p> <p>There is no reference to instructional strategies for foundational skills that include phonics instructions for decoding and encoding as the primary instructional strategy for word reading.</p> |
| 4 | pp. 29-30 | <p>Separate reading curricula for students below, at or above grade level are not specific. General statements are made, but no specific curricular materials are noted, as required by Florida Statute</p> |

| Section Number | Page Number | Comments |
|----------------|---------------------------|---|
| | | 1002.33 (6)(a) 4. |
| 4 | pp. 29-30 | The application lacks meaningful detail and requires important additional information regarding how students will move through levels of support within the MTSS framework. The MTSS section lists out what MTSS is but does not adequately describe the supports that will be employed. This raises concerns and lack of detail that the curriculum plan will be appropriate for students below, at, and above grade level. F.S. 1002.33 (6)(a)2; 1002.33(6)(a)4 |
| 5 | pp. 41,121, Attachment E | There is a lack of understanding within the application and parent notification when addressing reading deficiencies. Some areas state K-4 while BCA Scholar Progression Strategy states K-3. "Bradenton Classical Academy provides written notification to the parent of any kindergarten through third-grade scholar, who exhibits a substantial deficiency in reading." Per F.S. 1008.25 (5) |
| 5 | pp.123, 128, Attachment E | The application demonstrates confusion on how scholars will be served and student progression plan. BCA Scholar Progression Strategy states "Bradenton Classical Academy uses the classical education definition of elementary school to include kindergarten through sixth grade...Sixth grade is the highest grade in elementary school" per page 123. Page 128 states "The grade level progression of a middle school scholar from sixth, seventh to eighth grade...." |
| 6 | pp.112, Attachment B | The ESE Service Delivery model raises concerns about when the support/ interventions will be provided for students with disabilities. The Sample Schedule does not offer details of meeting IEP services without interfering with a core course or elective course. (Remediation and/or intensive support for grades K/1) |
| 6 | pp. 41, 44, 71 | ESE Teachers (1.4) and Budget do not align with plan in the narrative. 15% of Student Population 282 FTE = 42.3 FTE. 282 x .15 = 42.3 FTE. 1:18 student ratio = 2.35 teachers. Year 1 has 1.4 ESE Based on Section 6 ESE plan offering Resource Room Services, 1:1 aid and 15% of the population as ESE students, the staffing plan doesn't equal what is written in the plan. |

| Section Number | Page Number | Comments | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--------------------------|--|----------------|-----------|-----------|-----------|-----------|-----------|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|-----|-----|--------------------------------|--|--|--|--|--|-----|----|----|----|----|----|-----|----|----|----|----|----|------------------|--|--|--|--|--|-----|----|----|----|----|----|-----|----|----|----|----|----|--|--|--|--|--|--|-----|---|---|---|---|---|-----|---|---|---|---|---|---------------|--|--|--|--|--|-----|------|------|------|------|------|-------|--|--|------|------|------|-------|------|------|------|------|------|
| 6 | pp. 42, Attachment X | <p>Page 42 states “We will work diligently to hire a Special Education Specialists as early as we can so they can participate in all applicable training offered by the County.”</p> <p>This position is not budgeted for or mentioned on staffing plan or 5-year budget plan.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | pp. 42, 71, 238 | Special Education Specialist is not included in budget. The application states, “We will work diligently to hire a Special Education Specialist.” | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | pp. 41, Attachment W | <p>The estimated ESE students on the Florida Charter School Revenue Estimate worksheet provided does not correspond to the statement in section 6, “We estimate the academy’s ESE population to be approximately 15 percent ...”</p> <table><tr><th>Enrollmen †</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th></tr><tr><td>K-3</td><td>216</td><td>216</td><td>216</td><td>216</td><td>216</td></tr><tr><td>4-8</td><td>66</td><td>132</td><td>198</td><td>264</td><td>330</td></tr><tr><td colspan="6">15% ESE Estimate per Section 6</td></tr><tr><td>K-3</td><td>32</td><td>32</td><td>32</td><td>32</td><td>32</td></tr><tr><td>4-8</td><td>10</td><td>20</td><td>30</td><td>40</td><td>50</td></tr><tr><td colspan="6">Budgeted Numbers</td></tr><tr><td>K-3</td><td>35</td><td>35</td><td>35</td><td>35</td><td>35</td></tr><tr><td>4-8</td><td>10</td><td>20</td><td>31</td><td>42</td><td>53</td></tr><tr><td colspan="6">Overstated students based on Section 6</td></tr><tr><td>K-3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr><tr><td>4-8</td><td>0</td><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td colspan="6">Overstated \$</td></tr><tr><td>K-3</td><td>3033</td><td>3033</td><td>3033</td><td>3033</td><td>3033</td></tr><tr><td>8-Apr</td><td></td><td></td><td>1134</td><td>2268</td><td>3402</td></tr><tr><td>Total</td><td>3033</td><td>3033</td><td>4167</td><td>5301</td><td>6435</td></tr></table> | Enrollmen † | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | K-3 | 216 | 216 | 216 | 216 | 216 | 4-8 | 66 | 132 | 198 | 264 | 330 | 15% ESE Estimate per Section 6 | | | | | | K-3 | 32 | 32 | 32 | 32 | 32 | 4-8 | 10 | 20 | 30 | 40 | 50 | Budgeted Numbers | | | | | | K-3 | 35 | 35 | 35 | 35 | 35 | 4-8 | 10 | 20 | 31 | 42 | 53 | Overstated students based on Section 6 | | | | | | K-3 | 3 | 3 | 3 | 3 | 3 | 4-8 | 0 | 0 | 1 | 2 | 3 | Overstated \$ | | | | | | K-3 | 3033 | 3033 | 3033 | 3033 | 3033 | 8-Apr | | | 1134 | 2268 | 3402 | Total | 3033 | 3033 | 4167 | 5301 | 6435 |
| Enrollmen † | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K-3 | 216 | 216 | 216 | 216 | 216 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4-8 | 66 | 132 | 198 | 264 | 330 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15% ESE Estimate per Section 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K-3 | 32 | 32 | 32 | 32 | 32 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4-8 | 10 | 20 | 30 | 40 | 50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Budgeted Numbers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K-3 | 35 | 35 | 35 | 35 | 35 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4-8 | 10 | 20 | 31 | 42 | 53 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overstated students based on Section 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K-3 | 3 | 3 | 3 | 3 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4-8 | 0 | 0 | 1 | 2 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overstated \$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K-3 | 3033 | 3033 | 3033 | 3033 | 3033 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8-Apr | | | 1134 | 2268 | 3402 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 3033 | 3033 | 4167 | 5301 | 6435 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | pp. 52, 71, Attachment X | ELL/ESOL Teachers not on staffing plan; Not in the budget or 5-year budget plan. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | pp.51-52 | <p>The application lacks details as to how teachers will be informed of ELL status/placement and academic instructional support, and program exit criteria for ELLs, raising concerns over how the school will meet the obligations of state and federal law regarding the education of ELL students.</p> <p>Examples are provided below:</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | | <ul style="list-style-type: none"> The application indicates that ELL Program continuation letters are generated by the sponsor's ELL Department for each active LP student, but the school is responsible for identifying and providing all communication regarding ELL program identification and continuation. The application notes for students exiting ELL, "For ELL students who met the criteria for exiting the program, the Academy will receive a program exit letter." |
| 7 | pp.51, 57 | <p>No budget has been identified for ELL staff (p. 71) or accommodations. (Attachment X, Y).</p> <p>Page 51 states, "ELL students will be provided with accommodations included access to flexible setting, a heritage language dictionary and extended time for completion of classroom assignments," but there is not a budget for these supplies (Attachment X).</p> |
| 7 | pp. 57, Attachment X | <p>ELL & ESOL Technology (Music & Videos, Software), Professional Development.</p> <p>Not in the budget or 5-year budget plan.</p> |
| 7, 11, 20 | pp. 57, 71, Attachment M, Attachment X | <p>The 5-year plan does not include ELL staff as described in Section 7, page 57. "Manatee County data to estimate the percentage of English language learners, which is 12 percent" and "59 students respectively in years one through five. The organizational chart lists the Educational Assistant/ESOL does not support the 12% or 59 students as stated And so I wanna make sure that we gonna do last time they listen to the transcript from ascertain whether not we ask them questions that they had so um so I wanna make sure.</p> |
| 7, 20 | pp. 53-54, 57-58 | <p>ELL program identified technology and specific professional development "to provide these students with equitable access to the English Language learning and core academic subject area instruction. The expenses are not in 5-year plan.</p> |
| 9 | pp. 60, Attachment X | <p>Supplemental Program: Field trips, in-classroom visitors, clubs, sports.</p> <p>Not in the budget or 5-year budget plan.</p> |

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| 10 | pp.65, 69 | <p>The applicant has determined to use an Education Service Provider, Ancora, to support accounting, human resources, technology, but has also determined to use additional unidentified contractors for facility management, and public communication management. In addition, the applicant is relying on Hillsdale College for academic support and professional development.</p> <p>The application narrative does not adequately describe the relationship of the ESP to the school. The application fails to clearly delineate the roles and responsibilities of the Education Service Provider in managing the school. How the ESP and school communicate is not explained as the narrative lacks specific detail.</p> <p>This raises concerns over the applicant's understanding of how public schools work and raises concerns over the capacity of the applicant to oversee the opening and operations of a public charter school.</p> |
| 10, 20 | pp. 71, 94-95 | <p>The number of staff to provide in the budget does not match the number of staff identified in staffing requirements on page 7.</p> <p>Example: Staffing requirements states one for before school care and two for after school care. Budget shows one for both before and after school care. All 5 years do not match. Excess funds from this program are not going to have as much excess revenue as recorded.</p> |
| 11 | pp. 69-70 | <p>F.S. 1002.33, indicates the qualification to be required of teachers and the potential strategies to not only recruit, but hire, train, and retain teachers must be in the application.</p> <p>The applicant has defined recruitment but a sound plan for retaining highly qualified and appropriately certified instructional staff is missing.</p> <p>The application noted provision of innovative and creative inducements to help attract highly qualified candidates, but none are enumerated.</p> |

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| 11 | p.76 | <p>The narrative notes “a service provider” will work together with the school to hire faculty and staff for positions.</p> <p>The application does not specify the service provider to be used. The lack of specificity, detail and consistency creates confusion in the application as the roles and responsibilities of multiple unnamed service providers remain throughout the narrative.</p> |
| 11 | pp. 71, Attachment X | <p>There is no budget for staff recruitment costs in budget or 5-year budget plan.</p> <p>“BCA will use its affiliation with Hillsdale College to participate in job fairs for teaching candidates who have specific interest in classical schools. It will also use employment advertising forums, which include but are not limited to placing online and print ads, posting to the Academy’s website and setting up booths at job fairs and events that attract wide-reaching community participation.”</p> |
| 11 | p. 70 | <p>Dean/Guidance Counselor assists Head of School to ensure compliance with FLDOE, the sponsor, and maintain the academy’s affiliation with Hillsdale College BCSL. Assists in managing faculty, substitutes and coaches as appropriate regarding professional development, teacher certification, daily teacher coverage, scholar progression and management of tutoring, and summer academy programs.</p> <p>Funding for tutoring is not in the budget or 5-year budget plan.</p> |
| 12 | p. 75 | <p>Policies and procedures that hold staff to high professional standards are not able to be reviewed as the plan is to be developed. Such policies and procedures as these will be finalized once charter has been approved. (July 2025).</p> |
| 14 | pp. 80, Attachment X | <p>There is no budget for recruitment costs in budget or 5-year budget plan</p> <p>“public information events at outdoor markets, fairs, libraries, etc.; website development and promotion; social media platform development; digital and print advertising; search engine optimization (SEO); targeted mailers; a public relations campaign; targeted information events at preschools, youth programs and other places where families of young</p> |

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| | | children gather; and county-specific school choice events." |
| 16 | pp. 84, Attachment X | Contract with FP Dino LLC not listed in the budget or on 5-year budget plan. Pg. 84 states that the contract began in August 2024. |
| 16 | pp. 85, Attachment X | Pg. 85 contains a picture of a 30-year term bond that is not included in the Income of Attachment X or in the Expense (Debt services). The reflection of the bond is not included in the 5-year budget plan(s). Two separate 5 year budget attachments that were included, one titled 5 year budget projections, the 2 nd titled 5 year budget projects no bond; after review each of the plans they did not reflect a 30 year term bond in the income or expense sections of the plans. |
| 16, 20 | pp. 84-85, 93 Attachment X | The bond payment or interest is not included in the 5-year budget/plan. The budget included the revenue for Capital Outlay revenue but not the related expenses. Per the application page 84 "budget includes and amortization payment plan of principal and interest starting in school year 3". Page 93 "In addition, this budget is based on the initial start-up loan indicated above, the FEFP calculation, capital outlay (starting in year three) and Industrial Revenue Bond for the facility and capital costs. |
| 16, 20 | pp. 84-85, Attachment Y, Attachment X | Upon Approval of application the charter will execute contract with FP Dino SB, LLC to complete location of land or buildings. This contract will provide technical team of consultants to help with items such as survey(s), Civil, Architectural and Environmental design required for permits, facilitate and originate with bond. No costs are included in the startup or planning year cash flow projections or the 5-year budget. |
| 17 | p. 86 | The applicant states that it "will refer families to BCA parent group who may be able to assist families in alternate arrangements for school transportation" this raises substantial concerns when it comes to safety and security in addition to school liability. |
| 18 | pp. 71,86,87, Attachment X | Pg. 86 & 87 state that a Food Service Management Company will be a contracted vendor. The expenses for the school lunch program include Supplies, Food, Furniture Fixtures & Equipment, Computer Hardware, and Computer Software. There is no budget for contracted services. Page 71 staffing plan states (As |

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| | | noted in the Section 18: Food Service the staffing for the food service program will be part of the Food Service Management Company contract and therefore are not reflected as part of this budget.) |
| 18 | pp. 87, Attachment X | Food Service Management Company will be contracted to provide staffing for food service. There is no expense recorded in the 5-year budget/plan. |
| 19 | pp. 87-91 | <p>There is a concern with the applicant's understanding of Safety requirements and mandates as the applicant updated safety sections by adding SDMC Policy 8405. This does not reflect or demonstrate capacity of what the school will be doing to address these areas.</p> <p>The application also refers to Rule 6A-1.0018 throughout section 19. This reference is not the updated rule that was adopted July 1, 2024, with the passage of HB 1473.</p> <p>The application does not share input on how it will address Safe Areas and student notification within the first 10 days, per Rule 6A-1.0018 (17)(c).</p> |
| 19 | p. 88 | There is a lack of understanding with the updated requirements regarding the number of Fire Drills. Elementary schools conduct six drills and Middle/High Schools four drills. Rule. 6A-1.0018 (16) Emergency and Fire Drills. Rule quoted in application is not the updated rule. |
| 19 | p. 90 | The application mentions the requirement of Youth and Mental Health training, but very little detail is presented. Per F.S. 1012.584 (5) states that by July 1st, 80% of personnel have received training. The application does not share how and when the staff will be trained. |
| 19 | pp. 90 | The application lacks demonstrating knowledge on the area related to Student Support Management Plans (SSMP) as it is not mentioned in the application. Per Rule 6A-1.0019 (2) (e). |
| Section 19, subsection C | p. 90 | <p>Paragraph 1 currently reads – “All members of the team must be involved in the threat assessments and management process as well as final decisions.”</p> <p>Should read – “The SBTMT Chair determines whether review by the full SBTMT is appropriate. If the SBTMT</p> |

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| | | Chair determines a review by the full SBTMT is appropriate, all members of the team must be involved in the threat assessment and management process as well as final decisions." |
| 20 | pp. 71,94,95, Attachment X | BCA Director (no mention of this position in budget plan), BCA Staff (Listed as Part-time employees) 1.) No salary provided on page 71 staffing plan, or pages 94 and 95 budget income. Can not verify if staffing salary estimates are accurate. Page 94 states the part-time positions will have no benefits. Five-year budget plan reflects retirement. Contradicting information. Can not verify budget. |
| 20 | p. 96 | Extra duty stipend - "An additional \$5,000 per year has been allocated to be paid out as Extra Curricular Stipends for payments to teachers for taking on extra duties for special duties such as clubs and sports." Not in the budget or 5-year budget plan. |
| 20 | pp. 94, Attachment X | FEFP Table on Page 94 does not equal FEFP Calculations on Attachment X. Example, Year 1 pg. 94 reflects Total Calculated FEFP as \$2,363,434. Attachment X reflects year 1 FEFP Calculations as \$2,365,395. |
| 20 | pp. 97, Attachment X | Professional Development (6400) – Planning Year and Year 1 listed as \$56,365. Table below on pg. 97 reflects Planning Year and Year 1 as \$55,365 a variance of \$600. Unable to verify the correct dollar amount. |
| 20 | pp. 97, 98, Attachment X | Governing Board Professional and Technical Services (7100-310). \$29,590 Can not verify dollar amounts listed. Travel should not be included in Professional and Technical services. Dollar amounts on 5-year budget project are different than what is listed in the budget narrative. \$2,500 - legal representation \$6,090 – professional development and travel (attachment x reflects \$5,590 PD and \$500 travel) \$18,500 – outstanding bill \$27,090 |
| 20 | pp. 71, 100, Attachment X | 1. 50 Percent Budget Changes – FTE 148 (Not at accurate 50% FTE if Student Project at 100% is 282 FTE). (50% FTE of 282 = 141 FTE). 2. "Eliminating Latin teacher until year 4." |

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| | | No Latin Teacher is budgeted for or listed on the staffing plan page 71. |
| 20 | pp. 99, Attachment X | 2) Facility Electricity – Budget on page 99 states \$17,766; 5-year budget plan states \$31,532. Cannot verify data. |
| 20 | pp. 100-101 | There is a lack of understanding of staff retention as additions made to the 50% and 75% budget projections are concerning due to areas being eliminated which will impact maintaining highly effective staff for administration, instruction, and proper operations of a school building. Examples: Eliminating staff, reducing salaries, removal of retirement matching. |
| 20 | pp. 91,94, Attachment W | The Florida Charter School Revenue Estimate worksheet, the applicate used assumed percentage increase without explanation of how categorical percentage was determined. |
| 20 | pp. 96, Attachment X | Additional stipend per year for Extra Curricular Stipend could not be located in the 5-year plan. |
| 21 | p. 103 | The expenses not included in the 5-year budget will result in the applicate have a negative fund balance. |
| Attachment D | pp. 114-116 | <p>Attachment D is the same verbiage already included in the Curriculum Section. F.S. 1002.33 (6)(A)(4) requires the applicant to demonstrate the following:</p> <p>“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</p> |

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| | | <p>based reading research."</p> <p>The application fails to demonstrate not only differentiated strategies that will be used for student reading at grade level or higher, but also fails to include a separate curriculum and strategies for students who are reading below grade level.</p> |
| Attachment E | pp.117-130 | <p>Promotion standards for K-8 are not well defined, lack meaningful detail and data, and demonstrate a lack of understanding on the part of the applicant. This calls into question the applicant's grasp of Florida Student Progression, raising concerns over the applicant's capacity to operate a K-8 public school and adhere to Florida state student progression requirements.</p> <p>Examples:</p> <ul style="list-style-type: none"> • No scholar will be retained based solely on statewide assessments (This could apply to grade 3 students if good cause exemptions do not apply). • The application does not note the requirement for at least monthly notification to parents of students with substantial reading and/or math deficiency. (p.121) • BCA application does not indicate anywhere in promotion from grades 3 to 4 the oversight of the school district/sponsor for good cause promotions and retention decisions made by the school. • For elementary students K-6, the application states that students may be considered for retention when the student has earned less than a D in ELA or mathematics or has an average GPA less than two for the four core courses. The applicant demonstrates clear misunderstanding of middle school progression in Florida public schools, raising concerns regarding the applicant's capacity to accurately and fairly ensure progression as a public charter school. Per Florida student progression, middle grades retention would only occur at the end of grade 8. • In the application, grade 6 is considered part of elementary but is also noted as part of middle school. (p.128) The application narrative is inconsistent on this point and does not |

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| | | <p>demonstrate that in a K-8 school, K-5 is considered elementary, and 6-8 middle school.</p> <ul style="list-style-type: none"> • The applicant plans to include social maturity observations as part of student progression. This aspect is not congruent with Florida Student Progression. • Student assessment results are available on the FDOE website, the Sponsor Student Information System, and in the F.A.S.T. testing portal, they are not specifically “given” to the school by the sponsor. The applicant does not demonstrate an understanding of where and how state assessment results are made available to the public. • The application still refers to the FSA rather than the FAST assessments. (p.125) • BCA intends to retain students in middle grades, but per Florida Student Progression, students are not retained in middle school, unless they do not meet the requirements for 3 credits in each of the four core subjects. Retention would only occur at the end of grade 8. (p.128) • The application notes that Florida middle school graduation requirements change regularly, but the reality is that middle grades promotion has remained constant in Florida for over a decade. (p128) • The application states that a student may not be promoted to grade 8 unless the student is able to complete all remaining courses to move to grade 9. This action unnecessarily deprives students of the opportunity for promotion pre-emptively; is not aligned to Florida student progression as this policy overlooks the possibility of virtual courses being completed concurrently by the student. • There is no mention of required career and education planning for grade 8 students. • Whole-Grade Promotion and Mid-year Promotion do not delineate specific criteria that is required, and the process is not adequately explained in the application, raising concerns over the applicant’s misunderstanding of student progression in Florida public schools. • The application notes that scholars must complete 7 courses each year of middle school |

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| | | resulting in: 3 ELA, 3 Math, 3 Science, 3 Social Studies, 3 Latin, 3 Music, and 3 Art classes in middle school. The application does not meet the Florida Student Progression requirement for half credit of PE required annually of middle school students. In the applicant's planned 7 period day, there is no provision for PE. (p.128) |
| Attachment G | pp.133-202 | The applicant has significantly copied the Sponsor's Code of Student Conduct without proper attribution or authorization. This calls into question the applicant's adherence to the FDOE policy on plagiarism on page 4 of the application. |
| Attachment T | pp. 301-328 | Evidence of demand for the school is not demonstrated as there is no local support evidenced from community partners, commitment letters, MOUs, or contracts. Many of the emails featured in this section are from 2022 and do not represent a current level of interest or demand. A list of open seats in traditional schools, omits the 16 charters in Manatee and 11,000 students represented in them, does not paint an accurate picture of need. The 16 current charters in Manatee County represent 20% of the district student population. The charter market is saturated making successful startup unviable. |
| Attachment W | pp. 357, 358 | Charter School Revenue Worksheets – Does not include FLDOE 2 nd calc 2024-25 BSA, TSIA % or Program Cost Factors. Revenue calculation is inaccurate to current Charter School Worksheet amounts. |
| Attachment W | pp. 357, 359 | Year 1 – BSA \$5,213.62 of the 5-year budget plan does not match the BSA of \$5,139.73 used on Page 357 charter school worksheet. |
| Attachment W | p. 359 | Overall district enrollment does not tie to the overall FLDOE FEFP 2 nd calc 2024-25. UFTE 56,469.75 WFTE 62,283.55 |
| Attachment X | Attachment X | 5-year budget includes Teacher Classroom Supply Assistance Program as a separate line of revenue. These funds are included in the Base Allocation number. |
| Addendum EE | p. 378 | The service agreement between Ancora Management and Bradenton Classical Academy is a DRAFT, not signed, even though it has an entered date of December 2023. |

Rule 6A-6.0792, F.A.C.
Form IEPC-INP
Effective November 2023