

# St. Johns Classical Academy



## Model School Charter Application with High Performing Replication Addendum

Submitted on March 8, 2022

# MODEL FLORIDA CHARTER SCHOOL APPLICATION

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## APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: St. Johns Classical Academy Lake Asbury

NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: St. Johns Classical Academy, Inc.

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: Ashley O’Neal

TITLE/RELATIONSHIP TO NON-PROFIT: Dean of Students

MAILING ADDRESS: 114 Canova Road Fleming Island, FL 32003

PRIMARY TELEPHONE: (904) 458-8240 ALTERNATE TELEPHONE: (352) 214-0444

E-MAIL ADDRESS: ashley.oneal@stjca.org

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

Full Name	Current Job Title & Employer	Role with Proposed School
Ashley O’Neal	Dean of Students, SJCA	Administrator
Yanzhu Lopez	Director of Finance, SJCA	Director of Finances

Projected Date of School Opening (Month/Year): August/2023

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.*)

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

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

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

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

Name of ESP: \_\_\_\_\_

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

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

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

upcoming school year other than the one presented here?  Yes  No *If yes, complete the table below (add lines as necessary).*

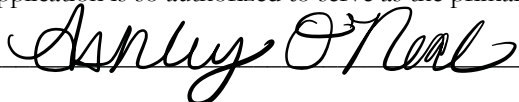
State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant group have approved applications for schools or campuses scheduled to open in the United States in the future?  Yes  No *If yes, complete the table below (add lines as necessary).*

Planned School Name	Authorizer	City, State	Opening Date

Does this applicant group operate schools or campuses in Florida or elsewhere in the United States?  Yes  No *If yes, complete DOE Form IEPC-M1A which can be found at <http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference>, and include as Attachment DD.*

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

*Signature*  
  
*Printed Name*  
 Ashley O'Neal

*Title*  
 Dean of Students  
 03/08/2022  
*Date*



## EXECUTIVE SUMMARY

The founding board of St. Johns Classical Academy (SJCA) is committed to providing the highest quality education to the students in our community. We believe the demonstrated performance of the Classical Model at St. Johns Classical Academy Fleming Island has proven to be among the best to achieve that goal and to instill in young learners an understanding and appreciation of the traditions and virtues of Western Civilization, which are the foundation of the freedoms we enjoy as Americans. A growing body of literature about the efficacy of *school choice* has emerged in recent years, providing empirical evidence in support of offering educational options to families. Hence, this opening statement in Florida Statute 1002.33 (Student and Parental Rights and Educational Choices) .... “*Charter schools shall be part of the state’s program of public education.*” Among the many benefits identified are increases in academic achievement, graduation rates, parental satisfaction, and student safety, as well as placing needed competitive pressure on public schools and producing fiscal savings at the state level.

SJCA is partnered with Hillsdale College’s K-12 Education office, which assists in creating and implementing the school’s academic program, providing the curriculum design and teacher training as well as providing professional development for the Governing Board. This support, along with guidance on the shaping of a vibrant and ennobling school culture, will provide the foundation for this new school to promote an excellent liberal and civic education. SJCA’s curriculum has proven to be successful for all students, including ELL students and those with learning disabilities. Our commitment to hiring well qualified teachers and staff will ensure that all of our students are academically challenged and supported.

SJCA is currently in the final months of its fifth year of operation, and we have witnessed countless students grow in virtue, wisdom, and intelligence. The School recently earned its accreditation status through Cognia. After its fourth year of operation, the school earned High Performing Charter Status by the State of Florida. This was not achieved by simply “teaching to a test”. This was accomplished by adhering to a classical, liberal arts education and educating students’ minds with content-rich curriculum through explicit and direct instruction.

Clay County is one of the fastest growing areas in the state of Florida, specifically in the Lake Asbury region. With the addition of the First Coast Expressway, which runs through that area, the need for an additional school is apparent. There are many new and upcoming residential communities in the Lake Asbury region, which puts an even greater need for an additional school. As a K-12 school, St. Johns Classical Academy Lake Asbury will reduce the burden, as it will open spots for students of all ages, thus eliminating the imminent overcrowding at many of the local schools.

SJCA Board members are accomplished professionals living in Clay County and reflect strong backgrounds in public education, leadership, public service, business and law. Board members serve on a strictly volunteer basis reflecting their commitment to Classical and Public Education. Along with the support of Hillsdale College and its demonstrated record of success, we are confident that we can meet the challenges ahead and that our students will graduate from SJCA

as highly literate, well-educated and capable individuals, prepared for the freedoms and responsibilities of adulthood.

SJCA Lake Asbury will begin as a K-12 charter school with a vision and plan to grow in population in successive years, eventually reaching a population in excess of 1,000 students. During its first year, the school will likely have approximately 800 students. As a classical school, the curriculum will be rooted in the core subjects of history, literature, science, and mathematics—with complementary emphasis on art, music, and foreign languages. Our intent is to prepare students for the broader work of living well and being good citizens while also preparing them for careers and further education.

Our students will study the traditional liberal arts, language and literature, history and government, mathematics and the sciences, music and art in a coherent, orderly and content-rich program. The curriculum will run from the rudiments of basic literacy and math skills to the higher orders of thought and expression using proven, research-based methods (Literacy Essentials and Singapore Mathematics). The curriculum will be guided primarily by the Hillsdale K-12 Program Guide. This sequence was developed to provide comprehensive order to K-12 education, with the intent of training students in the arts, literature, science, history, math, and language that form their cultural and intellectual inheritance.

Instruction in the classical virtues will be integrated throughout the curriculum in all grade levels. At SJCA, high academic achievement, personal discipline, ethics, and personal responsibility will be consistently reinforced through the study of subjects in the classical tradition. Moreover, the school culture will require moral virtue, decorum, respect, discipline, and studiousness among both students and faculty.

In short, SJCA is applying for a Charter that is granted autonomy from standard policies and regulations in exchange for the promise of improved student academic achievement. We believe that a return to the fundamentals that made for great classical education in past generations *is* the innovation needed to fulfill that promise.

## Mission

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

## Vision

The vision of St. Johns Classical Academy is to offer a unique option that provides students with classical education. Scholars will receive a cohesive Classical education, which builds upon itself year after year, creating a successful foundation for learning. Scholars will be intentionally taught the benefits of a virtuous character and will be challenged through the lessons taught within the curriculum to develop and strengthen their character. Our teachers will provide the support and attention scholars require in order to meet the high expectations of a Classical education.

# NARRATIVE

## 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.**

Mission

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Vision

The vision of St. Johns Classical Academy is to offer a unique option that provides students with Classical education. Scholars will receive a cohesive Classical education, which builds upon itself year after year, creating a successful foundation for learning. Scholars will be intentionally taught the benefits of a virtuous character and will be challenged through the lessons taught within the curriculum to develop and strengthen their character. Our teachers will provide the support and attention scholars require in order to meet the high expectations of a Classical education.

- 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. PAGES 5, 8, 13, 16, 10-17, 23, 33-34*
- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. PAGES 10-17, 64-66, 68-71, 100-108*
- *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. PAGES 10-17, 22, 32-33, 35-49*

- 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. PAGES 16, 18, 19, 20-25*
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. PAGES 21-30*

- *Encourage the use of innovative learning methods.* PAGES 10-17
- *Require the measurement of learning outcomes.* PAGES 21-23, 26, 28-30, 33-39, 48

**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.<sup>1</sup> If the applicant intends to have enrollment preferences, they should be described in Section 14 of the application.**

The School will serve Clay County students in grades K through 12. The school’s mission is to add an additional Classical educational school choice option to the District in an area in need of an additional Clay County public school.

Demographic Data of Schools in the geographic area (FDOE School Report Card):

School	# of Students	% Minority	% Disability	Economically Disadvantaged	ELL
Lake Asbury Elementary	879	24%	27.6%	31.4%	1.3%
Lake Asbury Jr. High	1,093	33%	26.3%	33.5%	0.9%
Green Cove Springs Jr. High	794	36%	16.5%	32%	3.4%
Clay High School	1,633	28%	19.2%	32.1%	2.1%
Shadowlawn Elementary	708	17%	23.3%	38.6%	1.4%
<b>PROJECTED</b>	<b>800-1,000</b>	<b>27.6%</b>	<b>22.6%</b>	<b>33.5%</b>	<b>1.8%</b>

Due to COVID-19, a variety of schools opted out of a school grade in Clay County, FL; however, the District has maintained an ‘A’ status for multiple years, and the majority of its schools in this area are high performing.

The School will comply with the following: Section 1002.33(10)(e)(4), F.S. “Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8. or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other nearby public schools.”

The School is using the chart above to guide the initial projections of the majority of its School's applicant pool. The School will enroll any eligible students, as set forth by 1002.33(10), F.S., who submits a timely application unless the number of applications exceeds the capacity of a program, class, grade level or building.

## LOTTERY

When the School receives applications exceeding available openings in kindergarten after an enrollment period, a public lottery shall be held after preference is given to the following groups:

- Returning students
- Children of staff members and board members
- Siblings of returning students
- Siblings of new students who have been confirmed for that year

SJCA may alter these preferences to comply with federal requirements if SCJA seeks and is given a CSP grant. SCJA will be a continuous open enrollment school. Subsequent applications will be accepted and either enrolled if there is an opening or placed on an appropriate wait list. As seats become available, seats will be offered to applicants according to this established order until capacity has been reached.

The Classical approach that has been adopted by schools partnering with Hillsdale College K-12 Education has demonstrated high achievement that can be realized across the socioeconomic and diversity spectrum. We, therefore, intend to serve the District without targeting a particular population or location, as this could seem discriminatory in nature. The socio-economic status varies greatly within certain areas of the District and surrounding counties. That said, the school will likely reflect the surrounding community, which is outlined in the chart above. The School's population shall consist of the following:

Pursuant to section 1002.33(10)(d), F.S., the School will give enrollment preference to students who are currently enrolled (beginning year two) - this can include students of an affiliate charter school with the same governing board; siblings of a student enrolled in the charter school; students who are the children of a member of the School's governing or founding board; and students who are children of an employee of the School.

**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 school will be built during the 2022-2023 school year in the Lake Asbury area with the intent to open for the 2023-2024 school year.

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

Grade Level	Number of Students				
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>K</b>	90	90	90	90	90
<b>1</b>	90	90	90	90	90
<b>2</b>	90	90	90	90	90
<b>3</b>	72	72	72	72	72
<b>4</b>	66	66	66	66	66
<b>5</b>	66	66	66	66	66
<b>6</b>	66	66	66	66	66
<b>7</b>	66	66	66	66	66
<b>8</b>	66	66	66	66	66
<b>9</b>	40	45	50	55	60
<b>10</b>	35	40	45	50	55
<b>11</b>	25	30	35	40	45
<b>12</b>	20	25	30	35	40
<b>TOTAL</b>	<b>792</b>	<b>812</b>	<b>832</b>	<b>852</b>	<b>872</b>

*\*The school may choose to open up additional sections in any grade level, as the school's capacity will be higher than 872 in the chart listed above.*

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

Enrollment projections were developed based on the current enrollment and number of students on the waitlist at St. Johns Classical Academy Fleming Island campus, which is currently 856 students. Additionally, we concluded that the plan proposed above ensures long-term success and the fulfillment of our vision. Financial viability requires a critical mass of the student population to be solvent. The temptation to overcommit is strong but potentially risky. Our plan is to solidify our program one year at a time to become an exceptional K-12 school, excelling in academics, clubs, the fine arts, and sports. We want to provide a solid foundation and pace our growth to maintain manageability and a collegial atmosphere. The facility's capacity will be approximately 1,000 scholars, but we predict that it will take more than five years to reach that number. Older students are more hesitant to change schools and some families are not versed in Classical education, making them less likely to uproot their child from their present, traditional school. As the school expands its athletic and fine arts program and solidifies its reputation in the community, we predict that within eight years the school will reach its full capacity.



**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.**

Student counts for the first year are based on the current SJCA Fleming Island waitlist, calculated financial viability, appeal to families with children in multiple grades, and manageability. Entry into a rigorous classical curriculum will be especially challenging for middle and high schoolers; therefore, first year enrollment will be smaller in grades 9-12 grade. Over time, we feel confident that the high school will grow to full capacity. The Lake Asbury campus will be large enough to house a variety of athletic programs and after school activities, which will in turn appeal to more high school students. Our vision is for an excellent classical education opportunity in Clay County for K-12, but we understand a careful measured rate of growth is imperative as it is in any other new venture.

### **Section 3: Educational Program Design**

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

Thomas Jefferson's 1799 *Bill for the More General Diffusion of Knowledge* states that the object of education in primary schools is, "to instruct citizens in their rights, interests and duties, as men and citizens." This was necessary to make the people the safe guardians of their liberty. According to Jefferson, in grammar schools, students should be taught Latin, English grammar, reading, writing, arithmetic, the elements of mensuration, and the outlines of geography and history. Furthermore, the books for instructing children to read shall at the same time make them acquainted with Greek, Roman, English, and American history. Jefferson wrote, "by apprizing them of the past we will enable them to judge the future." SJCA's educational philosophy and curricular approach were selected to provide the caliber of education Jefferson envisioned. SJCA's classical curriculum sequence, supplemented by the Literacy Essentials Program and Singapore Math, offering Latin, and providing a strong emphasis on civics and classical virtues will provide students with a rigorous education that challenges them to excel both in learning and in molding their character.

In replicating the first school, St. Johns Classical Academy Lake Asbury will provide students a rigorous and complete education that will challenge students to excel both in learning and in character. St. Johns Classical Academy Fleming Island, the original campus, has surpassed expectations in its success during the first five years. It has quickly become a stable organization, resulting in a rise in morale and purpose among the teachers and scholars. SJCA earned a C rating from the state of Florida during its first year. However, it has been an A school since the 2018-2019 school year. This year, the school qualified as a High Performing Charter and also became accredited through Cognia. Also, the District approved the current Schools campus for a 15 year Charter renewal on March 3, 2022.

The School Accreditation Engagement Review Report received by Cognia stated the following: "The mission of the school is "to develop graduates in mind and character through a classical, content-rich curriculum that emphasizes the principles of virtuous living, traditional learning,

and civic responsibility.” Leaders and governing board members stated they “are building intelligent, and virtuous American citizens.” This statement drives everything the school does. The school is part of the Hillsdale College Network of Classical Schools. Hillsdale College was founded in 1844 with the purpose of providing “sound learning, the kind necessary to preserve the blessings of civil and religious liberty.” In furtherance of that mission, Hillsdale College teaches K-12 schools how to provide an education that is both classical and American in its orientation; one that is rooted in the liberal arts and sciences offers a firm grounding in civic virtue and cultivates moral character. As a Hillsdale K-12 school, the Hillsdale-provided classical curriculum is the driving force of everything relating to teaching and learning. The school is wholly committed to cultivating virtuous American citizens through a liberal arts education, evidenced in course offerings, extracurricular activities, structured curriculum, instructional practices, professional development activities, and in its relationships with internal and external stakeholders to promote the school’s purpose. Interviews, board minutes, and school documents also confirmed that resources are consistently aligned to the identified goals and key priorities of the institution, and their use is strongly protected. Stakeholders stated that the school has high expectations for students and staff, leading to much of the school’s success, and all believe in and support the classical learning model. School leaders regularly administer stakeholder surveys to gain information from those they serve and employ. Results from surveys showed satisfaction and support for the school and its operations and initiatives. Responses during interviews with all stakeholder groups reflect that all stakeholders are fully supportive of the schools’ beliefs and mission, with all parents stating that the mission and the values of the school are the reasons why they chose SJCA. Some parents mentioned that they drove by several other schools daily on their way to the school and felt it was worth their time and effort. And during this past year, the leaders and parents created the Lions Council, a fundraising booster organization specifically developed to support the school’s goals. Parents spoke of their involvement and commitment through membership on the council. Events sponsored by the council include a golf tournament, an Art Shower, and an annual winter dinner. Board members stated that their involvement with the school was also because of the school’s mission, values, and beliefs. Several mentioned that the current leadership is exemplary in communicating the mission to all stakeholders. All stakeholder groups mentioned the open two-way communication between the school leaders and various stakeholder groups. Leaders are considered highly approachable and willing to listen. Minutes from board meetings recorded the board’s efforts of support with their approval of financing, policy manuals, procedures, and strategic goals. School leaders demonstrate a personal and professional commitment to the success of the school and the school’s mission. Examples of leaders’ efforts supporting the mission and values of the school are the nine virtues that the school chose to operate by, discipline practices aligned to these virtues, policies within Parent and Employee Handbooks and operating manuals, and the deliberate and specific selection of books and materials used for the instruction of students. All curricula and related resources provided through their agreement with Hillsdale College are carefully chosen to reflect a classical education. Teacher training sessions reflect the deep-rooted principles found in the mission statement. Other efforts of the school that speak to the mission include community involvement, staffing decisions, and school building decor and the display of artwork. Based on the interviews and evidence, the school is meeting the niche needs of parents and community members who want a school that is traditional yet rigorous in its teachings, fosters likeminded principles, and emphasizes the values important to them. Continuing to stay true to the school’s mission will set this school apart in providing school choice for parents and



students who share the school's vision and purpose and should ensure ongoing commitment to drive continuous improvement efforts. Student progress is clearly and regularly communicated to all stakeholders. All stakeholders spoke of the nurturing and responsive culture at the school. Students and parents stated that they felt that they were well known by school personnel, and a personal, family-like rapport promoted effective continuous two-way communication. Administrators and staff members have an open-door policy and are approachable. Grading practices used by the school are the same practices used by its sponsoring school district, Clay County School District. Student grade and progress information is distributed regularly via formal report cards quarterly, and progress reports at the midpoint of each quarter. Parent and student handbooks spell out the academic policies, which include grading, grievances, scheduling of classes, extracurricular activities participation and eligibility, the school's mission, virtues, and expectations for behavior and academics. The administration reviews teacher grade books and lesson plans, provides feedback to staff, and looks for patterns or trends in grades. The student grading platform, Synergy, is updated regularly as work is completed, and progress is communicated to the students by regular day-to-day teacher interaction and scheduled conferences. The staff works hard to ensure that students stay focused by staying on track to get their high school diplomas and are using graduation requirement checklists with high school students." Additional Insights from the Review Section of the *School Accreditation Engagement Review Report* can be found here:

[https://drive.google.com/file/d/1xUindeTBO\\_yWGu2XzubFzax1zqUqsqpe/view?usp=sharing](https://drive.google.com/file/d/1xUindeTBO_yWGu2XzubFzax1zqUqsqpe/view?usp=sharing))

Over the last three years, SJCA has been recognized by Hillsdale K-12 Education as a model school. The School has sent several teachers and school administrators to Hillsdale, Michigan to present on various topics during the Summer Conference, which is held each June. Hillsdale Schools have sent their teachers to observe SJCA's teachers provide Classical instruction, especially in the areas of literacy, numeracy, and Classical pedagogy. School administration has also provided mentoring to new and existing member schools. Several of our scholars have competed in the Tropicana Speech Contest at the district level and have secured first and second place over the last few years. In November 2019, several SJCA scholars were accepted to the University of Miami Frost School of Music Honor Band Festival. Lastly, one of our scholars received encouragement from Harvard to apply after reviewing his Classical Learning Test (CLT) results.

Additionally, the Headmaster collaborated with parents to develop The Lions Council, which is a separate 501C3 organization, to assist the school with fundraising initiatives. The Council was modeled after a member school in Leander, Texas. One of the Headmaster's major initiatives is to build a gymnasium on campus and increase teacher compensation. The Lions Council partners with the School to attain that initiative and the fundraisings efforts have been extremely successful thus far. The Lions Council now oversees school fundraising including major events such as the Annual Golf Tournament and Winter Dinner. This past August, The Lions Council hosted an Art Shower. Stakeholders purchased art works from the Western canon to adorn the halls of the School. In total, 45 pieces of art were purchased. As scholars walk through the halls, these works will inspire on their souls and serve as examples of what is beautiful. This is just one example of commitment that parents and members of the surrounding community have shown for the success and pursuit of SJCA's mission and vision.

In communion with our commitment to academics, the Headmaster and stakeholders have also focused on building the fine arts and athletics department. To provide a full Classical education, students' bodies, minds, and souls need to be engaged through the Liberal Arts, which include music, arts, and physical education. Therefore, the School has shown great growth in these areas through parental and student involvement, community participation, and financial support.

Academically, SJCA will continue striving to provide academic and behavioral support for scholars who struggle in either of these areas. Teachers have improved in their ability to compile and analyze data to improve instruction and plan for student learning. The school has a full-time ESE Director MTSS Coordinator to collaborate with general education teachers and provide additional support to struggling students. While many public schools do not recognize the importance of this position, we feel that the one-on-one or small group instructional time given to students has allowed for significant growth.

The literacy program taught at SJCA is rich and we firmly believe that school leaders should possess the expertise in the program to effectively evaluate and mentor teachers. All of our Lower School teachers, ESE teachers, and school administrators receive weekly training in the literacy program to seek mastery, which will ultimately further enhance mastery amongst the students.

By attending Hillsdale trainings, reading across the curriculum, and adhering to the Program Guide, the School believes it will continue to improve its ability to provide a Liberal Arts education for the scholars in Clay County.

Most importantly, since SJCA has had the opportunity to participate in accreditation, the stakeholders have a better understanding of the improvement process and how to monitor it. Therefore, SJCA intends to utilize the standards moving forward to continue its improvement journey. In short, the school will continually strive to grow and improve in all areas. As previously stated, all stakeholders are heavily committed to ensuring the second campus mirrors all aspects of the original school.

This Classical education program will succeed through the School's high standards, its curriculum, and its well-regulated campus. The goal of St. Johns Classical Academy is to graduate students who are highly literate, prepared to continue academic achievement, and ready to become responsible members of their community. The curriculum has been carefully selected to facilitate those goals. Classical education is sometimes conflated with a Christian education. This is not the case at St. Johns Classical Academy or at any of the Hillsdale-affiliated public schools. Teachers do not discuss personal politics or inculcate any religion or religious beliefs on students. As a public charter school, the expectation is to teach the content found in the Hillsdale Curriculum Guide. History is taught through primary sources and students are taught virtue. Discussions of a political nature are not tolerated, and the focus of classroom discussions are based around the content outlined by Hillsdale.

St. Johns Classical Academy will collaborate with Hillsdale in design and execution of the educational program. Hillsdale College has collaborated with almost 50 other classical schools on this same task, including several schools in Florida, and has developed a curriculum that has

shown success across a wide variety of student backgrounds. The curriculum, which is fully outlined in the Hillsdale K-12 Program Guide, is characterized by a strong emphasis on language, content-richness in all subjects, a strong core curriculum, and a focus upon the historical, literary, and scientific traditions of the United States and of Western civilization at large. The curriculum aligns with Florida’s B.E.S.T. standards in each benchmark area, and is exceeded by the rigorous curriculum outlined in the program guide.

The Hillsdale K-12 Program Guide outlines all the curriculum and content that students will learn and be exposed to at SJCA; it provides the basic curricular framework for history, geography, literature, visual arts, music, and science. As students mature in their facility with language, the curriculum directs their time and intellectual energy into more content-based, as opposed to skill-based, aspects of the curriculum.

The Core Knowledge Sequence is based upon E.D. Hirsch’s idea of cultural literacy, making it the ideal curriculum for a classical school. With cultural literacy as its guiding principle, the sequence within the Hillsdale K-12 Program Guide leads students through a comprehensive and grade-appropriate view of science, literature, art, music, and history. Topics essential for cultural literacy are repeated in a spiraling fashion to enable younger students to build a firm yet broad foundation in these topics while older students achieve a deeper understanding of them. The sequence provides a necessary order across grades and between schools and families, such that teachers can base their lessons upon what students have learned and will learn, and parents can anticipate what their students will learn in each grade. While the school does not set out to “teach to the test,” the elementary courses ensure that state standards are covered in their daily lesson plans. The school ensures that, through teaching solid content rather than teaching skills, scholars are well-prepared for any state assessments. When teaching Classical content, teachers weave in the standards in a cohesive and effective manner. Additionally, the junior high and high school courses are cohesively aligned with the content that must be mastered for all EOCs. One impressive example is the Civics EOC and US History pass rates, which were the *highest in the county and among the highest in the state of Florida*.

Although the rhetoric surrounding a classical school often emphasizes the humanities, the sciences are no less important than the humanistic disciplines and do not play a secondary role at St. Johns Classical Academy. Science within the Hillsdale K-12 Program Guide focuses on thematically-linked science topics and biographies of great scientists. The order of the Program Guide allows for regular repetition of the most important topics, such that students are well-versed in the fundamentals by the time they reach high school. The science program is supported by Pearson’s Science Explorer series, complete with integrated lab manuals and demonstrations and Delta Science Content Readers. High school students are offered at least four full years of science classes and will be expected to complete four years of science to meet graduation requirements.

In the elementary classes, the curriculum focuses primarily on language, with the bulk of the school day teaching literacy and numeracy. The English curriculum is meaningful, and thought-provoking, working solely with classical works of literature. Both subjects are crucial to a student’s education and character, so the resources and methods employed in each case must be consistent in nature and stellar in quality.

Literacy Essentials is a multi-sensory, brain-based approach to teaching phonics, spelling, reading, handwriting, and grammar. This program is an Orton-based program; practitioners of these programs will quickly recognize the basics of the Literacy Essentials program, which explicitly teaches students the alphabetic code. The Literacy Essentials program teaches the 72 letter-sound combinations—referred to as phonograms—and the rules of the English language. It allows students to demonstrate phonological awareness, learn how to blend and segment syllables in spoken words. Essentially, students are taught spelling to read. Once students can spell (encode) a word, they can read it. However, the inverse is not always true. Literacy Essentials relies on interactive analysis, direct, explicit instruction, and graphic organization to build students' understanding of the English code. For example, syllabication is critical to a proper understanding of letter-sound relationships, so the Literacy Essentials program teaches syllabication from the beginning of kindergarten. Along with learning the phonograms and orthographic rules and implementing them into a rigorous spelling and vocabulary routine, students using the Literacy Essentials program will learn precise handwriting formation, including cursive handwriting. As students grasp the basics of English literacy, the program lays a foundation in basic grammar and composition in the primary grades.

The Singapore Math Program provides students with a strong conceptual foundation in basic mathematics. From the earliest grades, this program emphasizes concepts and mental math while employing physical and graphical illustrations of underlying mathematical rules and phenomena. The program presents mathematical skill building and problem solving such that students have a better understanding of not simply when to use a particular equation—but why. This type of progression falls in line with the Florida B.E.S.T. standards progression of mathematics. Moving students on to higher levels of skills before they are ready is not an option, so the program will be employed at each student's ability level. Ability-level groups will be determined at the beginning of each school year, and adjustments will be made on an as-needed basis to best equip each student with the language of numeracy.

The central position of language in the curriculum continues throughout the elementary and middle school grades. In fourth and fifth grades, students learn the Latin and Greek roots of English words. In sixth grade, students begin learning formal Latin, which will continue through ninth grade; all students must take four years of Latin. Latin is introduced and taught alongside English so that students learn the structural underpinnings of their own language, expand their vocabulary, and improve their reading comprehension.

High school students will also follow the Hillsdale K-12 Program Guide, which details the high school course sequence. This includes four years of history, literature, math, and science; four years of Latin; a full year of American government, a semester of economics, and a year and a half of moral and political philosophy. Additionally, ninth grade will take a full year course in formal logic and rhetoric. In history, students begin with Western Civilization I & II in ninth and tenth grade, learn American History in eleventh grade, and finish with a year of Modern European History. In literature, students read classic, unabridged works, usually in their entirety, with an emphasis on ancient and medieval literature in ninth grade, British literature in tenth grade, American literature in eleventh grade, and modern literature in twelfth grade. The required track for science is Biology, then Chemistry, then Physics, with a more advanced course, such as astronomy, in twelfth grade. In math, students will be able to take Calculus and/or an equivalent

level class (i.e., Statistics) by twelfth grade. Typically, the high school math sequence begins with Algebra, moves to geometry, then to Algebra II, followed by Pre-Calculus, and concludes with Calculus.

Upon graduation, we want all students to read well, enjoy reading, and understand its importance throughout their lives. Reading is at the very heart of our curriculum. Students will read the classics for pure enjoyment and for the lessons they will learn there. They will find out about The Emperor's New Clothes, laugh with The Bremen Town Musicians and sail with Odysseus in the Iliad and Odyssey. The core curriculum choices will ensure they will know about world geography. They will know the seven continents and five oceans. They will know where the Straights of Gibraltar are and the Bosphorus and Dardanelles and why they are important. They will explore events in history from the cradle of civilization in the Euphrates valley to the European, African, and Eastern development over the centuries. They will know the tragic history of wars in Europe and American involvement in those wars. They will learn why Columbus said he sailed to America and about the conquest and settlement of the American Continent, including the "little settlement" at Plymouth Massachusetts. Prominent will be the explanation of what is and is not meant by the term "American Exceptionalism." They'll learn of the "Shot Heard 'Round the World" and Lexington Green and what prompted that event. They will learn about the "Great Wars" of the 20th century and what the "Iron Curtain" was and the "Berlin Airlift," including its infamous "Berlin Candy Bomber." In high school they will confront the dilemma of using "the bomb" to end WWII in Japan. The fundamentals of economics will be part of the curriculum and will introduce students to the differences in controlled and free-market economies. They will learn about "The Invisible Hand" and understand what Milton Freedman meant by, "There's no such thing as a free lunch." They will learn about and appreciate the "delicious" relationship between the diameter and circumference of a circle and how airplanes fly and much, much more. We believe this curriculum gives both the guidance and flexibility to teachers to optimize learning and exceed Florida B.E.S.T. Standards.

Finally, we agree with Aristotle that one becomes good only by observing and practicing right behavior. SJCA will instruct students in the classical virtues, both inside and outside of the classroom. Discipline, ethics, and personal responsibility will be modeled and expected. Students will be introduced to the virtuous behavior of timeless heroes and heroines of literature and history. Moreover, the school will define behavior using standards of virtue: citizenship, courage, honesty, humility, integrity, perseverance, respect, responsibility, and wisdom. Emphasis upon these standards of excellence will help students learn and develop virtuous behavior alongside patterns of thought and conduct based on high moral standards.

The School's rigorous academic program and training in the virtues will be supported by a well-regulated campus that fosters positive relationships amongst students, parents, and teachers. Teachers will receive training before implementing curriculum or assisting in the classroom. Teaching methods may be modified and differentiated to meet student needs. The success of every student will depend upon his or her consistent effort and perseverance. Each will receive the support of every staff member whose focus is academic achievement and a commitment to educational excellence.



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

To conclude, the School's educational program is successful, and an additional replica campus is needed in the community. The success state testing scores for St. Johns Classical Academy Fleming is just one of the many ways that the school has proven to be a high-performing charter. Based on the waitlist alone, we feel that more families deserve to experience this educational program through school choice. [Click here for daily procedures and policies.](#)

**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.**

At St. Johns Classical Academy, students receive bell-to-bell instruction, and teachers are adequately prepared to present their content prior to the lesson. Unlike most traditional schools, students are seated facing the teacher and the desks are in rows rather than groups. The teacher is not a facilitator- they are the expert in the classroom and students are expected to show respect at all times. The classrooms are not overstimulating, and the décor is simple and aligns with the curriculum. This has proven to be very helpful for students with disabilities, as they are in an environment with less distractions and they are able to engage in conversations on a deeper level, thus enhancing their understanding of a variety of topics.

The teachers are all trained in Socratic discussion, which requires a deeper level of understanding amongst the students. Because of the richness and depth of our curriculum, our scholars engage in deep, creative thought across content areas, which may look different than traditional public schools. They express their thoughts in writing, which is the highest form of thinking and articulation. Socratic seminars require deep mental processes that demonstrate students' ability to grasp the concepts and ideas across subject areas. This method is utilized beginning in kindergarten and advances through twelfth grade. The questioning becomes deeper and more rigorous as students progress through each year of school. Socratic seminars are employed in every subject as it is a foundational component of Classical pedagogy. Students have additional opportunities to express creativity, innovation, and problem solving-skills in their responses to Socratic questioning, logic and rhetoric courses, artistic works, and musical performance. They solve problems through responses to debatable questions. They analyze themes within the novels outlined in the Hillsdale K-12 Program Guide (K-12th grade). Students engage in a variety of inquiry-based activities, especially in science, the fine arts, and Latin. The art and music teachers collaborate with the general education teachers to align their instruction to what is being taught in general education courses, especially in the historical time period.

Higher order questioning (how and why questions posed throughout the lesson). Technology is never used to replace the teacher- it is simply a resource teachers use to enhance their instruction (PowerPoints of notes, display images, etc.) Students annotate novels as they read to enhance

their engagement, comprehension, and ability to participate in Socratic discussion. Within the science courses, students partake in hands-on investigations or watch demonstrations of the concepts. In mathematics, students move from the concrete level (manipulatives) to the pictorial level (objects) to the abstract level (equations). Singapore math utilizes the number bond and bar model throughout its curriculum. In lower school, students use whiteboards throughout math instruction to actively participate in math to solve problems.

The basic learning environment will primarily be classroom-based. Daily homework will constitute the majority of independent study for the students. Class sizes will be kept at a reasonable size to ensure the teacher-to-student ratio is most effective and will also be consistent with Florida Law as it relates student to teacher ratio averages:

K-3, no more than 18 students

4-8, no more than 22 students

9-12, no more than 25 students

Overall, this type of learning environment supports the mission of the school, which is to develop students in mind and character through a classical, content-rich liberal arts and sciences curriculum that emphasizes the principles of scholarship, moral character, and civic virtue. The goal is to develop within its students the intellectual and personal habits, virtues, and skills upon which responsible, independent, and flourishing lives are built, in the firm belief that such lives are the basis of a free and just society. The Academy prepares its students to be leaders in their homes and communities, entrepreneurs in business, and statesmen in government. Through its content-rich curriculum with a strong emphasis in civics, the School provides a traditional education with a constant view towards developing exceptional American citizens.

Overall, all of these aspects allow the scholars to thrive with the classical curriculum. They are given an opportunity to delve deep into topics, hold high-level discussions, and grow their minds to the fullest extent.

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

Hillsdale Member Charter Schools, as well as classical charter schools across the nation have shown tremendous success. U.S. News analyzed and ranked 102,610 elementary (including pre-K) and junior high schools in Florida.

True North Classical Academy ranked #5 in the state of Florida

Mason Classical Academy (a former Hillsdale school) ranked #14 in the state

Cornerstone Classical Academy (founded through Hillsdale's support) received an 'A' rating their first year of operation in the state of Florida

Pineapple Cove Classical Academy (Hillsdale Member School) is a high-performing 'A' school in the state of Florida

*Classical Education: An Attractive School Choice for Parents* by Brandon McCoy outlines the benefits of a classical education for students of both majority and minority student bodies. Here is a sample of the findings in one of the districts:

**2019 Student Proficiency: Nashville Classical, Davidson County, and Tennessee**

	ELA	Math	ELA (White)	ELA (Black)	ELA (Economically Disadvantaged)	Math (White)	Math (Black)	Math (Economically Disadvantaged)
Nashville Classical	49.2%	64.5%	74.4%	43.3%	36.5%	89.7%	57.4%	56%
Davidson County (Metropolitan Nashville)	25.9%	29.9%	43.9%	17%	14.3%	47.2%	20.2%	18.5%
Tennessee	33.7%	40.8%	40.6%	18.4%	18.6%	48%	23.9%	24.7%

Source: "Tread," Tennessee Dept. of Education

<https://media4.manhattan-institute.org/sites/default/files/Classical%20Education%20An%20Attractive%20School%20Choice%20for%20Parents%20%7C%20Manhattan%20Institute.pdf>

The curriculum of St Johns Classical Academy is based on the curriculum devised by Hillsdale College K-12 Education. That curriculum is based in part on the curriculum and the success of Ridgeview Classical School in Colorado, a nationally-recognized leader in charter schools, as well as other successful Hillsdale College schools. Dr. Terrence Moore helped to develop the curriculum at Ridgeview Classical School (as school principal) prior to bringing his experience and curricular insight to the Hillsdale College initiative. Since that time, Hillsdale has collaborated with many other charter schools throughout the nation, including schools in Florida, Texas, Colorado, New Mexico, Arkansas, Michigan, Indiana, Georgia, and Nevada. This list is rapidly growing because of the success of the schools.

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

Classical education, from a research-based perspective, is most closely aligned with Cognitivist learning theories. These theories postulate that children generate knowledge and meaning through sequential development of an individual’s cognitive abilities, such as the mental



processes of recognize, recall, analyze, reflect, apply, create, understand, and evaluate. The Cognitivists' (e.g., Piaget, Bruner, Vygotsky) learning process is adoptive learning of techniques, procedures, organization, and structure to develop internal cognitive structures that strengthen synapses in the brain. The learner requires assistance to develop prior knowledge and integrate new knowledge. The purpose in education is to develop conceptual knowledge, techniques, procedures, and algorithmic problem-solving using Verbal/Linguistic and Logical/Mathematical intelligences. The learner requires scaffolding to develop schema and adopt knowledge from both people and the environment. The educators' role is pedagogical in that the instructor must develop conceptual knowledge by managing the content of learning activities. This theory relates to the early stages of learning where the learner solves well-defined problems through a series of stages. In Classical Education, these stages are often described together as "The Trivium."

The Trivium, or "three roads," speaks to the structure of every subject and discipline. The Trivium model describes three stages; grammar, logic, and rhetoric, which follow the developmental growth of children from their ability to memorize information to giving a name to everything in their world to becoming argumentative, looking at the big picture, and expressing thoughts and opinions. "Grammar," the first stage, is defined as the foundation of a subject or the collection of its parts and the mechanics of how they work. In the past, elementary schools were referred to as "grammar" schools; they provided students a foundation in the "basics." The rationale for the grammar stage is there must be an understanding of the facts before students can move to the next stage. During the grammar stage, specific literacy skills such as explicit phonics, grammar, and rules of spelling are intensively taught. The second stage, "logic," is characterized as the understanding of the parts, their relationship to each other, and the organization of the parts into the whole. Students at this age want to look at the big picture; they want to know "why?". The last stage of the Trivium, "rhetoric," is the ability to apply the foundational knowledge and logical understanding of a subject, and to creatively solve problems and express opinions. Students learn to read with sophistication and judgment, to attend to details, and to track nuances in both style and argument.

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

This is important to understand because language-learning and image-learning require very different habits of thought. Language requires the mind to work harder; in reading, the brain is forced to translate a symbol (words on the page) into a concept. Images, such as those on videos and television, allow the mind to be passive. In front of a video screen, the brain can "sit back" and relax; faced with the written page, the mind is required to roll its sleeves up and get back to work. A classical education, then, has two important aspects. It is language-focused, and it follows a specific three-part pattern: the mind must be first supplied with facts and images, then given the logical tools for organization of facts, and finally equipped to express conclusions.

Literacy Essentials is a brain-based approach with multisensory instruction that addresses all learning styles. Literacy Essentials is an Orton-based literacy program. Dr. Samuel Orton, a neuroscientist who researched the functioning of the human brain in learning language skills. In

collaboration with teachers, he combined his multisensory techniques with classical and Socratic instructional approaches to teaching. Literacy Essentials is an “explicit” phonics approach as defined and recommended in a Federal Compilation of Reading Research: *Becoming a Nation of Readers*, 1985. The instructional methodology within Literacy Essentials centers on orthographic mapping techniques.

In kindergarten through seventh grade, math is taught using the *Dimensions* edition of Singapore Math. Singapore is the world leader in mathematics achievement, according to a study conducted by the American Institutes for Research and funded by the U.S. Department of Education (“What the United States Can Learn from Singapore’s World-Class Mathematics System”). Singapore students ranked first, while U.S. students ranked 16th in mathematical achievement.

Singapore Math was developed in 1981 by the Curriculum Planning and Development Institute of Singapore. Educators in the United States began implementing Singapore Math in 2000. Topics are taught to a mastery level with detail and consistency, and the textbooks are designed to build a deeper understanding of mathematical concepts as opposed to simply definitions and formulas. Professional development accompanies Singapore programs so teachers are better prepared to facilitate lessons. Singapore Math has a consistent emphasis on problem solving and model drawing, with a focus on in-depth understanding of the essential math skills recommended in the National Council of Teachers of Mathematics Curriculum Focal Points, the National Mathematics Advisory Panel. Students using Singapore Math learn math concepts thoroughly, but they also master essential math skills more quickly. It has been reported that by the end of sixth grade, students have mastered multiplication and division of fractions and are able to complete difficult multistep word problems comfortably, ensuring they are well prepared to complete Algebra 1 in middle school (Source: John Hoven and Barry Garelick, “Singapore Math: Simple or Complex?” *Educational Leadership* 65:3, November 2007).

The Singaporemath series is time-tested with a documented history of success. Studies were conducted in 1995, 1999, and 2003 by the International Association for Evaluation of Educational Achievement (Trends in International Mathematics and Science Study), which conducts studies to measure math and science achievement in four-year cycles. Results of these studies showed that Singapore’s 4th and 8th grade students scored higher than other students in all three years the study was administered.

**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.**

SJCA’s curriculum is based predominately on the Hillsdale K-12 Program Guide. SJCA’s curriculum aligns with Florida B.E.S.T. Standards and Benchmarks in many areas. Teachers are responsible for incorporating state-adopted standards that are not included in the Hillsdale K-12

Program Guide. B.E.S.T. will have a specific focus on ELA and math, with more frequent testing; therefore, the school will be provided with ongoing data that teachers can use to drive instruction. SJCA will ensure students master state-adopted standards in order to do well on state assessments, whether they are administered once a year or based upon a progress monitoring method implemented in the future.

Additionally, the Hillsdale K-12 Program Guide is aligned with Florida B.E.S.T. Standards and Benchmarks in all areas. The English Language Arts curriculum meets the Big Ideas of: Foundational reading skills (ELA.F.1-F.2), Reading Prose and Poetry (ELA.R.1), Reading Informational Text (ELA.R.2), and Reading Across Genres (ELA.R.3.) Our writing curriculum strongly encourages the following conventions of grammar and English (ELA.C.3), oral communication (ELA.C.4), and research. The Hillsdale curriculum provides living books which are rich with grade level specific vocabulary (ELA.V.1). Furthermore, we meet these standards through our Literacy Essentials curriculum and Hillsdale K-12 Program guide.

The Singapore Math program fulfills the requirements for Number Sense and Operations, Fractions, Algebraic Reasoning, Measurement, Geometric Reasoning, Data Analysis and Probability throughout all grade levels. The mathematical progression flows in a similar manner to the Florida B.E.S.T. standards and incorporates automaticity with basic facts throughout the lower and middle grade levels.

According to FDOE, the B.E.S.T Standards will be implemented by the 2023-2024 school. Prior to the school opening, school leaders will ensure all faculty are trained on implementing these standards within the classical curriculum. SJCA will use progress monitoring instruments that are aligned with B.E.S.T Standards once the school opens.

Teachers will be required to input B.E.S.T. Standards into all daily lesson plans for ELA. Additionally, parents will be educated on the new standards, progress monitoring, and state testing requirements.

Language Arts instruction will also come with Literacy Essentials, an explicit phonics program which functions also in the area of grammar, syntax, composition, spelling, and vocabulary. The aforementioned skills are critical components of the Florida B.E.S.T. Standards, and we believe this complement to Hillsdale K-12 Program Guide will offer a superior, literacy-based reading and writing program. SJCA's educational philosophy and curricular approach will promote literacy and character excellence for all its students. The chosen curriculum focuses on the acquisition of specific skills and knowledge of certain disciplines following the Hillsdale K-12 Program Guide in grades K-8 and a classical model in the high school. The high school courses outlined in the Program Guide will align with state-adopted standards.

Additionally, for all courses offered at SJCA, teachers must utilize Planbook.com, which is an online lesson planning database that incorporates Florida B.E.S.T. Standards, MTSS interventions, and outlines individual needs of students with an IEP or 504. Teachers are required to input the state-adopted standards into their daily lesson plans for each course they teach.

When combined with the chosen supplemental programs and instruction in the virtues, these methodologies will provide students with the strong foundation of basic skills and character necessary for success. The curriculum uses sequencing and builds upon knowledge so students are prepared when the curriculum advances and becomes more complex. These components work well together and provide a comprehensive and organized approach to instruction that meets B.E.S.T. Standards and that can be modified to bring students of all learning abilities up to grade level. The combined Hillsdale K-12 Program Guide, classical liberal arts curriculum, and its supplemental programs will enable all students to experience academic excellence supported by civic purpose.

#### **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.**

#### **The School’s Core Curriculum and Success with Florida B.E.S.T Standards**

As you will see in **Attachment F**, St. Johns Classical started aligning its core curriculum with the B.E.S.T. Standards. The Hillsdale curriculum is found in the forementioned K-12 Education Program Guide, which has a core focus on science, math, English Language Arts, and history. B.E.S.T. Standards compliment a classical curriculum unlike the previous Florida Standards. In fact, the experts at Hillsdale College were asked to advise Florida on public school curriculum.

Second to the four cores subjects, though integral to the curriculum, are the subjects of art, music, and foreign language. In high school, SJCA will also include government, economics, and moral philosophy as classes that are integral complements to the four core areas of study. These academic areas have already been described in previous sections, but a brief review is warranted here. Hillsdale College works as a curricular advisor to existing charter schools, including several successful schools in the state of Florida, and has a complete set of curricular and resource recommendations from kindergarten through 12th grade. The basis of that curriculum in K-12 is the Hillsdale K-12 Program Guide, which includes Literacy Essentials and Singapore Math—specifically the Dimensions edition. SJCA will also include instruction in Latin, beginning on a formal basis in 6th grade. The Hillsdale K-12 Program Guide also includes the teaching of Latin and Greek roots in fourth and fifth grade and the teaching of formal grammar from *The Well-Ordered Language* curriculum. In high school, St. Johns Classical Academy will follow the Hillsdale College course sequence. This includes four years of history, literature, math, science, foreign language, and a semester of economics. Ninth graders will take formal Latin and rhetoric for one year; high school students will take a combined year and a half of

moral and political philosophy while in tenth and eleventh grades, and seniors will take a full year of American government.

If funding permits, SJCA will send team leads and administrators to 2022 summer training offered by the FDOE: <https://www.math.floridasteamposium.org>  
Additionally, any trainings for ELA offered by the state will be sought out by the School. Prior to the 2022-2023 school year, the school will align its curriculum closely with the B.E.S.T. Standards. All teachers will be trained on the new standards during preplanning week (and throughout the year) for the 2022-2023 school year. Additionally, the School uses IXL, which is a standards-based online learning platform geared towards standards mastery for all students. See **Attachment F** for additional information regarding IXL and B.E.S.T. Standards.

Sources can be found here on Hillsdale assisting with Florida Standards:

[http://www.leg.state.fl.us/statutes/index.cfm?App\\_mode=Display\\_Statute&URL=1000-1099/1003/Sections/1003.4156.html](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Sections/1003.4156.html)

[http://hillsdalecollegian.com/2020/09/hillsdale-asked-to-advise-on-florida-public-school-curriculum/?fbclid=IwAR0LscZDMVJqzH\\_5CUM6ndSalMmDDud5feLW5STgbT8CUb4UfG4jF2uW3EY](http://hillsdalecollegian.com/2020/09/hillsdale-asked-to-advise-on-florida-public-school-curriculum/?fbclid=IwAR0LscZDMVJqzH_5CUM6ndSalMmDDud5feLW5STgbT8CUb4UfG4jF2uW3EY)

The Hillsdale K-12 Program Guide has shown that its English Language Arts program is aligned to the Florida ELA standards. Furthermore, the purpose of the Literacy Essentials program is to foster good readers, writers, and thinkers by emphasizing the aspects of language that are also identified in the Florida B.E.S.T. Standards.

In 1<sup>st</sup> grade, for example, Florida B.E.S.T. Standards require:  
Phonics and Word Analysis as one component of foundational reading skills.

ELA.1.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.

- a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.
- b. Decode simple words with r-controlled vowels.
- c. Decode and encode regularly spelled one-syllable words.
- d. Decode words with inflectional endings.
- e. Decode two-syllable words with regular patterns by breaking the words into syllables.
- f. Decode words that use final –e and vowel teams to make long-vowel sound.

Students who have begun using the Literacy Essentials program in kindergarten will likely have accomplished all of these standards by the end of kindergarten. By the end of second grade, an on-track student would have accomplished all of this, plus have phonemically learned (not as sight words)) most of the 2,400 most frequently used words in the English language. Similarly, in fifth grade, the B.E.S.T. Standards require students to know basic word roots, prefixes, and suffixes. The School's curriculum will begin teaching these through the Literacy Essentials



program and will then add to this a specific focus on Latin and Greek roots in fourth and fifth grade.

Singapore Math Inc. has also demonstrated the alignment of its curriculum to the state-adopted standards. For example, in Grade 5 Mathematics, instructional time will emphasize five areas:

- (1) multiplying and dividing multi-digit whole numbers, including using a standard algorithm;
- (2) adding and subtracting fractions and decimals with procedural fluency, developing an understanding of multiplication and division of fractions and decimals;
- (3) developing an understanding of the coordinate plane and plotting pairs of numbers in the first quadrant;
- (4) extending geometric reasoning to include volume and
- (5) extending understanding of data to include the mean.

Alignment of other, more content-rich subjects is somewhat more complex, but the founders of St. Johns Classical Academy believe that the curriculum will meet or exceed those standards as well. To pick but one example, Florida social studies standards require 2nd graders to learn about Native Americans, the early American colonies, immigration to America, and the symbols of Ellis Island and the Statue of Liberty. The instructional sequence within the Hillsdale K-12 Program Guide introduces students to Native Americans, exploration and early colonization, and the Statue of Liberty in Kindergarten. These topics are re-addressed in first grade, with additional content delivered on all fronts and American history extended through the Revolutionary War. In second grade, students first learn about the Constitution and cover American history through the Civil War. They finish second grade by learning about late- 19th and early 20th-century immigration, including Ellis Island and review of the Statue of Liberty.

In short, the B.E.S.T Standards will be well met within the parameters of the proposed curriculum, and the school will ensure students are equipped with all the tools not only to meet, but also to exceed the standards.

### **Instructional Strategies and Anticipated Population**

Based on the chart in Section 2(A), the schools anticipated population is as follows:

<b>PROJECTED</b>	<b>800-1,000</b>	<b>27.6%</b>	<b>22.6%</b>	<b>33.5%</b>	<b>1.8%</b>
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The following instructional strategies will be used for the anticipated population. The current campus started with similar demographics, and the results have been outstanding. We feel these strategies are appropriate because they reach the highest student and allow for growth of students performing below grade level.

The two primary instructional strategies employed at St Johns Classical Academy will be explicit instruction and the Socratic method/discussion. The Socratic method is the ideal mode of classical instruction, but the founders of SJCA are under no illusion that young, inexperienced students can immediately partake in or profit from such a discussion. However, the interactive analysis methods within the Literacy Essentials reading program include a question-and-answer flow that fosters Socratic discussion in all grades, including kindergarten. The guiding principle

for most K-12 instruction will be that instruction be “teacher-directed.” Most of the time, teacher-directed instruction will take the form of a lecture, story, read-aloud, or teacher-led discussion. Teacher-led discussion will help to model inquiry, metacognition, and analysis for students as a way of preparing them to engage in more open Socratic discussions in high school.

Projects, student-led discussion, student-led inquiry, and other popular modes of instruction will have a place at SJCA, but only within the broader context of the mission, curriculum, and school culture. Teachers will receive training and feedback about when best to employ these and other methods, with an emphasis placed on teacher-led, content-rich instruction in all subjects. This emphasis is consistent with the tradition of classical education and with the content-rich curriculum from Hillsdale K-12 Program Guide (and other sources) that the school will employ.

One instructional strategy that is most particular to the classical school is the use of primary sources for teaching history. Especially in the upper grades, history instruction at SJCA will depend upon primary source documents—artifacts, documents, recordings, or other sources of information created at the time under study. In the high school, for example, teachers of American History will introduce students to historical works that contributed to the formation of American society and culture such as George Washington’s “Farewell Address” and Martin Luther King, Jr.’s “Letter from Birmingham Jail.” Such primary sources will bring history to life and equip students with essential insight and analytical skills.

Lastly, students will be expected to practice independent study, which fosters a student’s individual initiative and reliance as well as self-improvement. This includes research and writing, journals, and can include small group work (i.e., science projects). Overall, these instructional strategies have been extremely successful at St. Johns Classical Academy in Fleming Island, which will likely have a very similar student population.

### **Methods and Systems for Differentiated Instruction**

At a classical school, it is crucial for students to learn to read regardless of their grade or ability level. The school will automatically provide differentiated instruction in all content areas for students on a case-by-case basis. Studium, more commonly known as study hall, is part of the daily schedule for K-12. During this time, students receive remediation through tier 2 and 3 interventions, support facilitation, and additional support as needed. Additionally, the school uses progress monitoring which will help drive their instruction, plan appropriate academic interventions, and provide students additional support as necessary to support their academic success. Note the MTSS system outlined in Section 5.

St Johns Classical Academy will also provide differentiated instruction in its literacy and reading curriculum. The Literacy Essentials program is similar to the Orton Gillingham and Spalding programs employed by many schools for reading remediation. By using this program with all students, we expect to meet many student literacy problems before they develop. Students who are reading and writing at a slower pace than their grade cohort will be automatically trained in the language of instruction used in reading remediation—and they will receive remediation as problems are identified. Additionally, students will receive differentiated instruction in the course of reading practice, wherein students will be grouped by ability and/or led through a

reading practice regiment designed to meet each student at his or her ability level. Teachers will use the Reading Progression method outlined in Literacy Essentials to plan targeted interventions. For example, students may have mastered the basic code of English, which comprises the first sound of the twenty-six letters of the alphabet, but they may need additional support in the advanced code, which includes digraphs, diphthongs, etc.

The Hillsdale K-12 Program Guide allows for a significant amount of latitude regarding topics and works of literature. Students who are capable of work above their grade level may be given the option 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 (e.g., by reading upper-level texts or receiving instruction from upper-level teachers).

Students who are behind their grade cohort or who enter the school below grade level will receive whatever instructional accommodations and supports are necessary per their Individualized Education Plan. Students with or without an IEP may also receive various instructional help in the form of adapted reading assignments (or abridged works of literature) or other help as identified by the teacher and administrator. In all cases where differentiated instruction is offered to students performing below grade level, the intent of the differentiated instruction will be to bring student performance up to grade level standards. A later section of this application describes in detail our strategy to identify and address student learning deficiencies through the Multi-Tiered System of Supports. Highly effective teachers will intentionally use all these strategies to engage students, including those performing below grade level, in maximizing their benefit from the curriculum.

**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<sup>2</sup> for each core subject for each division (elementary, middle, and high school) the school would serve.**

**See Attachment C**

- **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.**

N/A



- **Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Include the school’s reading curriculum as Attachment D.**

Teaching students to read will be the primary focus of education at SJCA. The master schedule includes the state mandated 90-minute reading block to ensure the appropriate time is spent in literacy instruction. Furthermore, additional time is spent in short burst throughout the day as well as the 30-minute study hall block to provide extension activities for high level readers and remediation for students reading below grade level. The Dean of Academics works closely with teachers to provide material and extension activities for students reading above grade level. The texts are specially chosen to enhance the content the students are currently learning in their core subjects.

Once students have transitioned from “learning to read” to “reading to learn,” the focus of the SJCA curriculum will appropriately shift. From mid-elementary onward, the curriculum will place a strong emphasis on reading, especially upon reading works of great literature.

To teach students to read, SJCA will employ the literacy program, Literacy Essentials, a research-based curriculum. To ensure that teachers are equipped to use these methods, teachers will receive extensive training prior to the school opening. Teachers will receive ongoing professional development in the Classical pedagogical methods through additional training sessions, observation, and critique by method experts, and by working with the school’s special education authority. In grades K-2, the majority of a classroom’s intellectual energy will be directed towards reading, writing, spelling, and basic composition. Grade promotion in these grades will be based primarily upon literacy.

Because English has a deep orthography, students in kindergarten through sixth grade will learn how to break the code of the language through direct instruction of the phonograms, also known as spelling patterns, and rules of the English language. Kindergarten teachers will progress monitor kindergarten students beginning in the fifth week of the year. From the fifth through tenth weeks, students will receive direct instruction in the first 26 phonograms/spelling patterns (a.k.a letters of the alphabet). Teachers will give oral and written assessments to determine if students have the ability to both say and write the phonograms. Remediation will be provided as necessary based on the results of this assessment. Beginning in the seventh week, kindergarten students will be progress monitored on their ability to blend two and three sounds to read both real and nonsense words. During this same week, teachers will begin to progress monitor the area of phonemic awareness skills (i.e., segmenting, blending, and isolating sounds). The kindergarten teachers will assess readiness for direct, explicit instruction of formal spelling in the tenth week of the year. As the year progresses, the kindergarten will continue to progress monitor and assess students’ ability to write spelling patterns, write nonsense words, say the sounds of each spelling pattern, read nonsense words, segment words, and blend words. The goal is for students to move from accuracy to automaticity. By the end of kindergarten, students are expected to have mastered 46 phonograms (spelling patterns). Since progress monitoring is done

frequently, teachers are able to address students' needs as they occur by spending time working on phonograms (spelling patterns) that are still unknown to the student.

At the beginning of first grade, teachers will assess students' phonemic awareness skills: identifying initial/final/medial vowel sounds in words, segmenting the sounds of words, blending sounds, identifying words that rhyme, phoneme deletion, and phoneme substitution. Teachers will use this data to drive phonemic awareness instruction. Teachers will maintain an assessment folder for each student throughout the year. Progress monitoring will occur weekly and teachers will use this information to inform instruction and remediation with individual and small groups of students. Throughout the year, teachers will assess students in the area of reading and writing the phonograms (spelling patterns) and informal/formal spelling (to demonstrate mastery of the phonograms and knowledge of the rules of the English language). Once scholars are able to blend three sounds, they will begin reading *Primary Phonics* readers. There are eight sets of books that increase in difficulty. For example, set one contains words that are vowel-consonant and consonant-vowel-consonant. By the last set of books, words contain the most advanced of multi-letter phonograms: gu, igh, dge, kn, ei. Students will read aloud daily to teachers and must be able to read each book fluently before advancing to the next book. This informal method of progress monitoring will build fluency skills. Following *Primary Phonics*, students will move to *Stevenson Readers*. There are 20 books in the *Stevenson* set, and they move quickly from beginning code (cvc) to advanced code. In total, there are 100 books in both sets, and once students have completed reading all of these controlled readers, they will move into uncontrolled books (that mix basic/advanced code words with high frequency words). Comprehension and fluency will be assessed using *McCall-Harby Test Lessons in Primary Reading* (see below). Second grade students will be assessed similarly to first grade students. Teachers in all primary grade levels will use the formal and informal data they collect regularly to drive whole group, small group, and individualized instruction.

## **McCall Crabbs**

### ***McCall-Harby Test Lessons in Primary Reading: Progress Monitoring***

Beginning in October of the first grade, students will begin to read each story in *McCall-Harby Test Lessons in Primary Reading* and answer the comprehension questions. The test questions are a mix of explicit and inferential questions. Students are permitted to reread the story and questions as many times as they wish. Teachers will use the data to determine which students are able to read independently and those who need continued instructional support. As the year progresses, teachers will monitor the data monthly to show independent reading comprehension progress. Additionally, teachers will use the *McCall Harby Test Lessons in Primary Reading* to monitor first grade reading fluency beginning at the end of the second quarter by having students do a cold read of the reading passage and calculating the total number of words read correctly per minute. The teachers will compare the total number of words correct per minute to fluency norms. Teachers will use this data to determine the type of reading errors students are making and will incorporate this into their small-group and individualized instruction. *McCall-Harby* test lessons will show a general picture of progress.

### ***McCall-Crabbs Standard Test Lessons in Reading: 2nd through 6th Grade: Progress Monitoring***

Data, in the form of grade score norms, will be used to evaluate and monitor student growth in reading fluency and comprehension throughout the year. Test lessons will be used approximately three times a week. Additionally, teachers will use the grade score norms to determine which scholars need remediation and additional support. Teachers will review their data on a monthly basis to monitor progress and the need for remedial reading support. Primarily, the grade score norms are intended to enable teachers to monitor progress in reading fluency and comprehension. When administering this assessment, students will have a three-minute time limit to both read and answer the questions. Initially, each student is given five of the three-minute timed tests. The scores are averaged to determine a fairly accurate grade score norm. The grade score norms provide the teacher with an estimate of the score obtained by an average student at a particular grade level. There are six books in the McCall-Crabbs series. The McCall-Crabbs format allows for considerable individualization across different reading levels due to the graduated level format. The continuous scale nature of the grade score norms permits comparison of scores from different book levels. Grade score norms are obtained by the monthly average of scores in order to determine that it is an accurate score. Teachers will analyze grade score norms monthly to ensure adequate progress in fluency and comprehension is being made or if additional support is necessary.

Example: A third grader has answered 7 of 8 questions correctly on a particular McCall-Crabbs lesson. Her grade score norm turns out to be a 4.8. She has scored as well on this lesson as an average student would during the eighth month of fourth grade. See the school's reading curriculum in **Attachment D**.

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

Beginning in sixth grade, students at St Johns Classical Academy will begin learning formal Latin and will continue to do so through at least ninth grade; all students must take four years total. The teaching of Latin is an integral part of the classical school's rigorous literacy curriculum. Latin provides insight into the meaning of over half of English words. Latin's complex grammar enables students to gain a critical knowledge of English sentence structure and composition. Latin offers a bridge to learning other languages. Knowledge of Latin allows one to achieve the heights of English literacy since so many Latin phrases still find currency in modern speech: e.g. (*exempli gratia*), *ex post facto*, *ex officio*, *id est* (i.e.), *ex nihilo*, *ibid.* (*ibidem*), *gravitas*, *E pluribus unum*, A.D. (*Anno Domini*), *homo sapiens*, et cetera. So hold the *post mortem*! Latin is far from a dead language.

Latin was the language of scholarship for the last two thousand years and is still used in the classification of living organisms. The goal of the Latin curriculum is, in part, to have students read portions of Virgil's *Aeneid* in the original as they are reading it in their freshman classical literature course. The teaching of Latin thus moves from being peripheral to other classroom subjects (but useful, nonetheless) to become complementary to the literature and history

curricula. These benefits are closely tied to the mission of the school, and certainly lend themselves towards producing the citizens and scholars that SJCA hopes to see graduate.

As there is no state requirement for students to learn Latin, all grade levels (sixth through ninth) will exceed state standards. The school administrator at SJCA, in concert with teachers, will determine the minimum level of Latin proficiency necessary for grade promotion in sixth through ninth grade. In order to allow for transfer students in grades 6-12, the school will also develop a program to allow students to accomplish school Latin requirements without significantly delaying their high school graduation.

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

The curriculum of St Johns Classical Academy is based on the curriculum devised by Hillsdale College K-12 Education. That curriculum is based in part on the curriculum and the success of Ridgeview Classical School in Colorado, a nationally-recognized leader in charter schools, as well as other successful Hillsdale College schools. Dr. Terrence Moore helped to develop the curriculum at Ridgeview Classical School (as school principal) prior to bringing his experience and curricular insight to the Hillsdale College initiative. Since that time, Hillsdale has collaborated with many other charter schools throughout the nation, including schools in Florida, Texas, Colorado, New Mexico, Arkansas, Michigan, Indiana, Georgia, and Nevada. Their experience with these schools continues to inform the curriculum and any curricular changes. Hillsdale provides initial teacher training in their curriculum, continuing professional development each summer, and annual updates to their curricular and resource recommendations. Their collaboration offers schools the kind of information and experience that is ordinarily available only to large charter management organizations, but without the bureaucratic costs and institutional inertia that accompany CMOs and similar organizations. The collaboration between SJCA and Hillsdale will be entirely one of curriculum and consultation. Hillsdale is primarily interested in helping charter schools to develop and use good curriculum and instruction and has no direct financial interest in SJCA or any other affiliated schools.

Over time, Hillsdale has done extensive research on the power of the classical curriculum. More information on the impressive statistics can be located here: <https://k12.hillsdale.edu/About/Our-Work/>

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

The basis of the SJCA curriculum integrates the B.E.S.T. Standards and the Hillsdale College K-12 Education Program Guide. First, St. Johns Classical Academy will use a curriculum with a core focus on science, math, English Language Arts, and history. The B.E.S.T. Standards are closely aligned in each of these aspects. Second to these four cores, though integral to the curriculum, are the subjects of art, music, and foreign language. In high school, SJCA will also include government, economics, and moral philosophy as classes that are integral complements to the four core areas of study. The Core Knowledge Sequence provides a grade-by-grade sequence of specific topics to be taught in grades K-8 and is the basis of the following portions

of Hillsdale K-12 Program Guide: K-6 history, K-8 science, K-8 art, K-8 music, and K-8 literature. With cultural literacy as the guiding principle, the sequence within the Hillsdale K-12 Program Guide leads students through a comprehensive and grade-appropriate view of science, literature, art, music, and history. Students have additional opportunities to express creativity, innovation, and problem solving-skills in their responses to Socratic questioning, logic and rhetoric courses, artistic works, and musical performance. They solve problems through responses to debatable questions. They analyze themes within the novels outlined in the Hillsdale K-12 Program Guide (K-12th grade). Students engage in a variety of inquiry-based activities, especially in science, the fine arts, and Latin. The art and music teachers collaborate with the general education teachers to align their instruction to what is being taught in general education courses, especially in the historical time period.

The research base and foundational materials for the SJCA curriculum have already been covered at some length in previous sections. For more information on these, refer especially to the previous paragraphs on the Literacy Essentials, the Hillsdale K-12 Program Guide, and Singapore Math.

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

During preplanning week and throughout the school year, the Student Services team will provide training for teachers on MTSS and ESE processes and procedures, as well as Child Find requirements. All teachers are required to attend monthly MTSS/ESE meetings (teachers report during their planning period, as scheduled by the MTSS Coordinator) to discuss students who are currently on tier 2 or 3, failing ESE students, or students of concern. The Student Services team, in conjunction with teachers and administration, ensures that every single student is accounted for. The guidance counselor is heavily involved with upper school students considering dropping out of school and ensures that supports are put in place for prevention. Additionally, parents will be involved in their student's success. The School believes that early and frequent communication with parents is critical.

The School's literacy program is preventative in nature. In early elementary school, SJCA will implement a very back-to-basics approach to teaching literacy and basic numeracy. By laying a firm foundation in phonemic awareness, phonics, spelling, composition, etc., in literacy and conceptual mathematical principles, SJCA will attempt to meet students in this cohort before they are at risk of failing to meet academic requirements. We also hope that this firm foundation in literacy and numeracy will pay dividends for students as they reach the upper grades.

Despite these efforts, some students will undoubtedly still struggle. With the strategies and methods used in the delivery of instruction as described in Section 5 (Student Performance), and with the consistent review of student progress through the assessment tools described students who are at risk of not meeting academic requirements will be addressed on an individual basis to determine what supports or additional strategies/methods are needed. Instruction in the various programs of the curriculum can be modified, differentiated, or scaffolded to better address each student's learning style (visual, auditory, or kinesthetic). Students will also be able to receive instruction in smaller group settings if needed. Teachers can receive additional support for using



different strategies by working in teams, accessing support from teachers or support staff who serve students with special education needs and/or English language learners, and any other appropriate personnel. If more intense interventions are identified and do not result in adequate progress being made (described in section 5,H), students can be referred for an educational evaluation. The Student Services team works closely with the District’s Staffing Specialist and Psychologist at this point.

Additionally, the School will provide before and after school tutoring as well as peer tutoring. The attached sample provides an example of peer tutoring, which has been highly successful at the current campus.

<https://drive.google.com/file/d/10vvCWEa-jIqcqOQHrga34brT2vnfXw1N/view>

## 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.**

Based on testing and demographics for the 2020-2021 school year, the average percentage of students at or above grade level greatly fluctuated across the District. When considering schools in the Lake Asbury area, the average pass rate on state assessments was approximately 55% to 60%. This will be our baseline of expected performance. Our goal is to see year-to-year improvement to exceed the district’s average.

Should the baseline prove to be substantially different, the school will amend the goals and objectives to a realistic and achievable level and put additional supports in place to include but not limited to the following resources: after school tutoring, additional teacher training, additional progress monitoring tools, additional literacy instructional training for teachers, push for increased parental involvement, and targeted interventions for the lowest performing quartile. The additional progress monitoring throughout the year will allow teachers to make data-driven decisions to increase individualized support for students. We’re convinced that the proven, rigorous curriculum offered by Literacy Essentials, Singapore Math and the Hillsdale K-12 Program Guide sequence coupled with a classical classroom environment will yield the desired results and be realized on the Florida State Assessments; however, the school is not opposed to remedial techniques that provide an added layer of support to meet the goals and objectives set forth. If necessary, a School Improvement Plan will be written and provided to all stakeholders for accountability purposes.

Success will be evaluated by state testing as well as ongoing progress monitoring. The chart in **Attachment F** shows the ongoing progress monitoring that will be used. Slight alterations may take place on a year-to-year basis, but the goal will remain the same. Teachers will use progress monitoring data throughout the year to ensure students reach their full potential and perform well on state testing. Also, administration will analyze student learning groups by grade levels, ages, previous performance, attendance, discipline, etc. It is also important to consider the teacher when evaluating the success of the student. Administrators will study any trends taking place in individual classrooms, which in some cases provides insight on the success of the students. For example, a teacher of a high-performing class may become a mentor to a teacher of a low-performing class. While testing and progress monitoring provide a glimpse into student performance, many other factors can be tied to student success. Through analyzing all factors, success can then be evaluated in layers and a variety of areas, thus allowing for a plan of action to achieve the desired results.

**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.**

Our mission statement stresses character development. Our program continually focuses on the nine virtues outlined in section one. This will have a positive impact on the students as well as their families. We expect this to manifest itself in parent satisfaction as determined by an annual survey, an enviable re-enrollment rate, and a growing waitlist. Additionally, we expect to have a lower percentage of discipline referrals when compared to other schools in the county.

The school also administers the Classical Learning Test (<https://www.cltxam.com>), which provides a true measurement of the educational experience our students are receiving. This test will be administered to all seventh through twelfth grade students on a yearly basis at the current and new campus. The CLT matches the School's philosophy and provides scores and analytics within days of the assessment. This assessment provides administration with measurable data that validates the implementation of the School's curriculum and instruction.

**Placement and Progression**

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

Students who enroll in SJCA prior to the school year will be placed in the grade above their last level of successful completion in their previous school. Students who transfer mid-year will be placed in their current grade level. To determine placement of students with no prior formal schooling, we will initially request exam data or homeschool data from previous school years, which includes standardized test scores and student performance evidence. Academic placement of students will be based on recommendations from former teachers, achievement levels based on diagnostic instruments, and a compilation of classwork. If standardized test data is not available, students will be given other diagnostics as determined by the Headmaster. Our administration and staff will use this multi-faceted approach to accurately analyze growth and compare it to the promotion standards set by the District and FDOE. Students will be promoted

when they have met the requirements for their current grade and have shown the proficiency necessary to move to the next grade level. Literacy Essentials and Singapore Math diagnostic assessments will be used to determine placement, as these are the instrument of our curriculum. As specified by Section 1008.25 F.S., SJCA will strive to ensure that all students are proficient (appropriate to their grade level) in reading, writing, science, mathematics, and history.

**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.**

SJCA will adhere to all testing requirements for promotion and retention associated with the Clay County School District’s Student Progression Plan. Per F.S. 1008.26 (6), no student can be assigned to a grade level based solely on age or other factors that constitute social promotion. Social promotion occurs when a student is promoted based on factors other than the student achieving the district and state level of performance for student progression. SJCA will adhere to all testing requirements for promotion and retention associated with the Clay County School District’s Student Progression Plan. In addition to the District’s Student Progression Plan, St. Johns Classical Academy will have additional graduation requirements, which is outlined in **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.**

A guidance counselor or academic advisor will advise junior high and high school students and their parents of the high school graduation requirements for the State of Florida and any additional requirements at SJCA to help them navigate the best course for success. Basic successful completion standards are listed in 1003.428(4). SJCA will require additional graduation requirements, which can be found **Attachment E**. The school guidance counselor will work closely with students and families to track their progress and ensure all requirements have been met for a successful high school graduation diploma.

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

SJCA will use the semester/quarter reporting schedule aligned with the District. These reports will coincide with parent-teacher conferences, during which our staff will discuss the students’ progression and performance on assessments. In addition to these regularly scheduled conferences, faculty and staff will maintain an environment of open communication through emails, notes, phone calls, informal meetings, and newsletters. Students in K-5 will bring a folder home regularly with all information deemed necessary for ideal parent-school communication. Student grades will be recorded using Synergy Parent (unless the district chooses to change their database). Student assessment and performance information will be shared with students and parents in accordance with all requirements set forth in the Student Progression Plan for the School District. All parents/guardians must be notified in writing of the



promotion and graduation requirements set forth by the District and School. FSA, EOC, and any other state testing reports received from the FDOE will be sent to parents and shared with students when planning their academic program and services for the following year.

### **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.**

Success will be evaluated by state testing, classroom performance, and ongoing progress monitoring. Per Section 1002.69, Florida Statutes, SJCA will administer the Florida Kindergarten Readiness Screener (FLKRS) to assess the readiness of each student for kindergarten based upon the performance standards under s.1002.67 (1), for the Voluntary Prekindergarten Program. FDOE specifies that this screening must be administered to each kindergarten student in the district within the first 30 days of the school year. Also, we will use teacher-developed pre and post-assessments, student projects, class work, presentations, and portfolios, which will be on-going during the course of the year (formative assessments).

The information in **Attachment F** shows the ongoing progress monitoring that will be used at SJCA Lake Asbury (may be modified as needed). These research-based assessment tools were chosen because they align with Hillsdale's K-12 Curriculum and provide teachers with valuable data to ensure their student's success. IXL allows teachers to specifically target standards and provide individualized instruction. **Attachment F** also provides an overview of how IXL aligns with B.E.S.T. standards.

Under the discretion of the Headmaster, slight adjustments may take place on a year-to-year basis, but the overall process will remain the same. Teachers will use progress monitoring data throughout the year to ensure students reach their full potential and perform well on state testing.

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

Student assessment and performance data will be regularly assessed by teachers and administration to guarantee that all students are receiving the support and instruction necessary. We will rely heavily upon our experienced and well-trained teachers to be constantly aware of individual needs within their classrooms. We will apply the data gathered to drive the intervention strategies and progress monitoring methods, making sure that each is an efficient use of time and resources. Additionally, the Dean of Academics will provide ongoing training and professional development to assist teachers in improving their students' content knowledge and level of achievement.

Teachers and administration will hold team meetings to discuss the growth and progress of individual students as well as schoolwide progression. Our curriculum allows for ease in differentiation, so teachers will be able to readily accelerate or reinforce a student's learning. By offering accelerated and remedial course work, we will be able to pace students according to their instructional needs. Students scoring a 1 or 2 on their FSA math or reading assessment in middle and high school will be required to take remedial and intensive courses, in order to make certain they are performing at the appropriate grade level (parental authority may override this requirement).

For each student who does not meet state performance levels in reading, writing, mathematics, and/or science, the school, in consultation with the student's parent, will develop and implement progress monitoring to assist the student in meeting expectations for proficiency. Strategies may include summer school through the district, dropout prevention services through the district, parent tutorial programs, additional reading instruction, after-school instruction, and other after-school services. Such services may include tutoring, mentoring, and intensive skills development programs that will:

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

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

- A federally required student plan such as an individual education plan (IEP);
- A 504 plan; or
- Tier two or three progress monitoring

SJCA may request that low performing students attend remediation programs held before or after regular school hours or throughout the summer.

If upon subsequent evaluation, the documented deficiency has not been remediated, the student may be retained. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics will continue remedial instruction or supplemental instruction until expectations are met or the student withdraws from the School. Progress monitoring will stay active until the student has made sufficient learning gains to illustrate proficiency.

The framework used to identify student learning deficiencies, develop hypotheses, formulate a plan, monitor progress, and analyze results will follow the Multi-Tiered Systems of Support model. The school will set up systems and methodologies to address student needs that may include data-based goals, reflection and review of instruction and methodology, differentiation of the instruction and other targeted interventions as well as formative and summative assessments. MTSS seeks to prevent academic failure through early intervention, frequent progress

measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. As recommended by the FDOE, the three-tiered approach MTSS will be implemented. The MTSS Model is as follows (the School will comply with all current MTSS/RTI expectations and guidelines from the Sponsor on a yearly basis):

- Tier 1 (core instruction and universal supports available to all students)

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

- Tier 2 (supplemental instruction or intervention provided to targeted groups of students)

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

- Tier 3 (intensive individualized intervention and supports provided to individual students)

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

The tiers are not a “set” series of interventions or activities that all students move through. Rather, they are fluid and flexible; students may move from a lower to a higher tier and back again, based on documented need. A student may be successful with Tier 1 supports for behavior and mathematics, require supplemental Tier 2 instruction for reading, and need intensive Tier 3 interventions for writing. As the student progresses and the performance gap with grade level and classroom peers closes, the student may no longer need anything beyond Tier 1.

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

Florida’s MTSS system incorporates a problem-solving model to match instructional resources to educational need. The Student Services Team will engage in instructional planning and problem solving to ensure that student success is achieved and maintained.

- **Step 1 Define the problem or goal** by determining the difference between what is expected and what is occurring. Ask, “What specifically do we want students to know and be able to do when compared to what they do know and are able to do?” When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, “What exactly is the problem?”

- **Step 2 Analyze the problem** using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, “Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?” Design or select instruction to directly address those barriers.

- **Step 3 Develop and implement a plan** driven by the results of the problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then delineate how the student’s or group of students’ progress will be monitored and implementation integrity will be supported. Ask, “What are we going to do?”

- **Step 4 Measure response to instruction/interventions** by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student’s or group of students’ response to the intervention. Progress- monitoring data should directly reflect the targeted skill(s). Ask, “Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student’s or group of students’ progress?” Team discussion centers on how to maintain or better enable learning for the student(s).

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

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

As a Hillsdale Member School, teachers and administrators receive ongoing training and support in these areas. Additionally, the Dean of Academics will provide onsite individual and whole group training as needed. It will also be mandatory for all faculty and staff to attend trainings offered by the Sponsor.

**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.**

If our goal of year-to-year improvement from incoming baseline performance that exceeds the district isn't realized or interim indicators suggest that it is in jeopardy, the Headmaster will conduct a review of our program with the aid of the Hillsdale College to determine the reason. Corrective action as determined will be taken immediately and monitored for results. Hillsdale offers one-on-one support from highly-qualified, content area and teaching experts to assist teachers as needed. The Headmaster is responsible for ensuring all teachers utilize the support offered and actively seek to meet academic achievement goals. Additionally, the School would immediately increase before and after school tutoring, as well as begin or increase classroom interventions to students scoring in the lowest quartiles.

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

See paragraph F in this section for a detailed explanation.

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

All communication and correspondence between SJCA, parents and students will adhere to the protection and privacy guidelines found in the Family Education Rights and Privacy Act (FERPA) and any additional provisions pursuant to F.S Section 1002.22.

Student and financial records will be kept in accordance with the General Records Schedules as authorized by 119 and 257, FS. "Record" includes any pertinent information, regardless of the media it's stored on. Therefore, written record, audio recordings, video recordings, disks, etc., are all considered records.

Student records will be stored in secure, locked, fire-proof/waterproof cabinets. Confidentiality of student information will be maintained, and access will be controlled by a records secretary and limited to specific need and authority. The Sponsor has recently started storing student files digitally and the school will comply with any new requirements in this area.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Accrediting organizations;

- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

All access and distribution will be duly logged.

## **Section 6: Exceptional Students**

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

For the 2020-2021 school year, the following data was pulled from FDOE Report Card Portal for the District of Clay County:

19.8% Students with Disabilities

For the 2020-2021 school year, the following data was pulled from FDOE Report Card Portal for schools in the area of SJCA Lake Asbury:

% of Students with Disabilities  
 Lake Asbury Elementary 27.4%  
 Lake Asbury Junior High 23.3%  
 Middleburg High School 19.4%

Based on the chart in Section 2, it is projected that SJCA Lake Asbury will have approximately 25% of students with disabilities. This projection will help the school hire the appropriate number of staff for the student services team. This includes teachers for speech and language, learning disabilities, occupational therapy, assistants, etc. Adjustments to the proposed hiring plan will be made if the student population is different than that projected in this Application.

### **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.**

SJCA follows non-discriminatory and non-sectarian processes as it relates to enrollment, lottery, students with disabilities, and English Language Learners. Per Section 1002.33(10)(f), F. S., “Students with disabilities and students served in English for Speakers of Other Languages programs shall have an equal opportunity of being selected for enrollment in a charter school.”

Commensurately, SJCA’s application and enrollment process as described in section 14 ensures compliance. We will implement a formal student recruitment strategy immediately after approval to ensure equal opportunity of admission and thorough dissemination of the school’s purpose and availability. We hold frequent community nights which are advertised on social media and on the large billboard at the Fleming Island campus. The community nights allow our faculty to provide a great amount of detail about classical education being accessible to *all* students from *all*



demographics. They discuss the accommodations made for students with disabilities and ELLs and how they can thrive in the direct instruction, classical education environment. SJCA plans to set up booths at local markets in the county and at the Clay County Fair in the spring. We plan to advertise in local newspapers as well as local organizations. We also plan to advertise on radio, television, and social networks if necessary. SJCA has a website, and, once approved, we will be listed on the Clay County District website. Also, informational meetings will be held at local libraries, churches, and community centers where the public can learn about us and how to either get involved or register their child. There will also be an outreach to military families, especially through the NAS Jacksonville school liaison officer and the Commander of the Camp Blanding National Guard installation.

The School will enroll any eligible student who submits a timely application unless the number of applications exceeds the capacity of a program, class, grade level or building. Preferences will be given as outlined in section two (2) of this application.

Our initial enrollment period will be posted on our website and social media each operating year. We will request current students notify the school of continuing enrollment in January or February (subject to change) each year so the school can determine possible openings for new students. All applications for enrollment will be date/time stamped as they are received and filed by application date and grade level (based on cohort class).

## LOTTERY

When the school receives applications exceeding available openings in kindergarten after an enrollment period, a public lottery shall be held after preference is given to the following groups:

- Returning students
- Children of staff members and board members
- Siblings of returning students
- Siblings of new students who have been confirmed for that year

SJCA is a continuous open-enrollment school. Subsequent applications will be accepted and ordered based on waitlist status. As seats become available, they will be offered to applicants according to this established order until capacity has been reached.

### **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).**

When a student with an IEP enrolls in SJCA, we will communicate with District ESE staff to inform them of the enrollment. Our ESE Staffing Specialist and Student Services Team will carefully review each student's IEP to ensure that the services it prescribes align with those available from the School and that it can be implemented as written.

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

We acknowledge and understand that when the student's needs can be reasonably met at SJCA, we are responsible for providing a free appropriate public education (FAPE) in the least restrictive environment and for ensuring that all ESE policies, procedures, and services are provided to the student in accordance with the Individuals with Disabilities in Education Act (IDEA), Florida Statutes, State Board of Education rules, and the Clay County District Schools Special Education Policies. We will work closely with designated District ESE staff to ensure compliance with applicable state and federal guidelines and district policies and procedures regarding ESE programs. All IEP and EP teams will be properly constituted, and parents will be notified of all IEP and EP team meetings in accordance with IDEA and applicable state statutes and rules. All District forms and notices will be used and will be provided in the parent's language or primary mode of communication.

SJCA will use the research-supported philosophy that the achievement of all ESE students increases when they have direct learning experiences and interactions within the regular education classroom. We will focus on giving every ESE student an equal opportunity to learn and be included in the regular education environment and curriculum through the regular education classroom. We will accommodate ESE students with a combination of regular education curriculum in an inclusion setting to the extent appropriate. The inclusion classroom is designed to allow the regular education teacher and the ESE teacher to work together to educate all the students in the regular education environment. If a student's needs cannot be met in the general education environment, even with appropriate supplemental support and services, the IEP team may determine that removal from the general education classroom for some amount of time is necessary. For example, a student may require a service such as speech therapy or occupational therapy that can more effectively be provided in a pullout setting; however, it is anticipated that the majority of special education and related services, supplemental aids, and accommodations will be most effectively and appropriately provided within the general education setting.

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

SJCA adheres to state compliance with all federal and state statutes and rules, including ensuring parental consent within 30 days in accordance with 6A-6.0331, F.A.C. for an ESE evaluation.

Additionally, the school will provide an education that complies with IDEA, FAPE, Section 504, ADA, and any Florida Statutes pertaining to students with disabilities. Students will be provided a free and appropriate education in the least restrictive environment in the mainstream classroom. St. Johns Classical Academy will work with the district's staffing specialist and any other ESE staff to ensure the appropriate services and accommodations are provided. If a parent, student, teacher, or any other individual involved with a student feels that they are displaying behaviors of a possible disability, the school will comply with all state and federal guidelines. The school will employ an ESE Director and a MTSS Coordinator to oversee all processes for accuracy and compliance. Per state law, the MTSS Coordinator and ESE team will be Reading Endorsed, which will ensure they are able to provide interventions to students on tier 3 of MTSS. These individuals will make certain that there are adequate resources to meet the needs of students with disabilities and suspected disabilities and appropriate data-tracking is taking place within the school. The Student Services team will consist of the ESE Director, ESE Teachers, MTSS Coordinator, ESE Secretaries, ESE aides, 504 Coordinators, and School Counselors. This team is responsible for ensuring all students with disabilities are identified and served appropriately per federal and state guidelines.

Parents are provided with the following forms as needed, which are updated annually. Here are some samples:

[Procedural Safeguards](#)

<https://www.fldoe.org/core/fileparse.php/7690/urlt/Parent-Guide-MTSS.PDF>

Each year, the district releases a schedule for ESE Parent Training, which will be extended to SJCA families:

<https://docs.google.com/document/d/1HtqpYonqJq4RH0XytmUH2Tp4cDDoBMii9qllduBb83s/edit>

Additionally, the school's website will have a Student Services tab to keep families informed of the MTSS process, 504 plans and policies, as well as policies and procedures for students with disabilities.

In accordance with the district's MTSS framework

([https://drive.google.com/drive/folders/0ByAIRtdv15zofkhOcDZMSG8xeC15TzdnSzFRLUtkdmJuY1BDaTBUVTV1ZkFPei1ybGlxWkE?resourcekey=0-BL8nHzGB7R\\_MYfpQnxFPyQ](https://drive.google.com/drive/folders/0ByAIRtdv15zofkhOcDZMSG8xeC15TzdnSzFRLUtkdmJuY1BDaTBUVTV1ZkFPei1ybGlxWkE?resourcekey=0-BL8nHzGB7R_MYfpQnxFPyQ)), if

a student enrolled in SJCA exhibits academic, social, or behavioral challenges, the Student Services team will convene to ensure that necessary instruction and interventions are provided. Engaging in the cyclical four-step problem solving process described in Section 5 will provide students with targeted academic and/or behavioral instruction and interventions, including systematic progress monitoring measures and fidelity checks to ensure all staff have the resources necessary for implementation. If even the most intensive and individualized supports and interventions (tier 3) are ineffective, not sufficiently effective, or so resource intensive that they cannot be sustained with the available general education resources, the School will work with the District to refer the student for evaluation for special education services. Throughout the MTSS process, extensive documentation will be kept on the student's progress, the interventions attempted, and the results of those interventions. This data will be extremely helpful throughout the ESE evaluation and eligibility process. In addition, if at any time a parent requests an

evaluation for their child, the School will schedule a meeting with the parent to discuss the areas of concern and respond to the parents request with no delay.

**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.**

SJCA will use the research-supported philosophy that the achievement of all ESE students increases when they have direct learning experiences and interactions within the regular education classroom. Per state and federal requirements, St. Johns Classical Academy will ensure that the school facilities are a welcoming environment for students with disabilities. They will be given access to all facilities, extracurricular activities, academic materials, technology, etc. ESE students will be placed in the least restrictive environment in a regular classroom setting as determined by the IEP. Teachers will provide differentiated instruction and the appropriate accommodations to ensure all students have access to the curriculum. If necessary, students with disabilities will receive additional supports and services by working directly with ESE teachers and/or aides within the classroom setting. If students cannot be adequately supported in this manner, students will be additionally supported through one-on-one or small-group lessons. As needed, students will be provided with supplemental aids, related services, and additional supports to ensure their academic needs are met. In upper school, intensive math and reading courses will be offered to struggling students and students with disabilities. Similarly, in lower school, a 30-minute daily study hall (Studium) will be offered. Within these classes, teachers will provide interventions and additional supports to struggling students and students with disabilities so they may access the curriculum. This will give students the opportunity for remediation as well as the breakdown of content from core classes.

SJCA will focus on giving every ESE student an equal opportunity to learn and be included in the regular education environment and curriculum through the regular education classroom. We will accommodate ESE students with a combination of regular education curriculum in an inclusion setting to the extent stated in their IEP. The inclusion classroom is designed to allow the regular education teacher and the ESE teacher to work together to educate all the students in the regular education environment. If a student's needs cannot be met in the general education environment, even with appropriate supplemental aids and services, the IEP team may determine that removal from the general education classroom for some amount of time is necessary. For example, a student may require a service such as speech therapy or occupational therapy that can more effectively be provided in a pullout setting; however, it is anticipated that the majority of special education and related services, supplemental aids and services, and accommodations will be most effectively and appropriately provided within the general education setting. Teachers will provide reasonable accommodations as set forth in a student's IEP. These may include graphic organizers, concept clarifiers, assisted devices (such as a recorder), noise blocking earphones, text-to-speech, extended time, small group testing, scaffolded instruction, printouts of notes, preferential seating, and shortened assignments. Certified ESE teachers will meet with teachers monthly to review IEP goals and track students' progress in the classroom. Regular

updates will be provided to parents and general education teachers as stated in each student's IEP.

**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.**

SJCA teachers and staff will work closely with the district ESE staff to determine whether appropriate placement can be provided at SJCA. Because of the direct instruction and Socratic discussions within a classical education setting, the school will emphasize push-in services and the benefits of this setting. When students are pulled from these lectures, they miss a core part of the curriculum and instruction. If a student requires a resource room more than 20% of the day, the School will work closely with the sponsor to determine if a different Clay County School may better provide FAPE.

For additional information, see Sections C and D.

**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.**

SJCA teachers and staff will work closely with the District ESE staff to determine whether appropriate placement can be provided at SJCA.

**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).**

SJCA will analyze the following student achievement data from a variety of sources to identify deficiencies and apply instructional strategies to raise student performance:

- baseline and interim assessment data in reading, writing, and mathematics;
- chapter, unit, or module assessments in the core academic areas;
- teacher observation and class grades;
- end-of-course exams and state testing

The extent to which the achievement gap between students with disabilities and their nondisabled peers is lessened or closed, and that gifted students excel in their area(s) of strength, will be the overarching measure of effectiveness. In addition to assessment measures described above, meetings will be held as needed where the goals for each student will be reviewed. Teachers will discuss what is working and what does not seem to be as effective. Progress toward annual goals will be reported to parents as stated in each child's IEP or EP. Depending on



the specific concern, the IEP team or MTSS team will convene to address the lack of expected progress.

Graduation requirements and diploma options for exceptional students have changed periodically in the past. According to the Florida Department of Education, “new legislation eliminates the option for a special diploma, instead, developing pathways to a standard diploma for all students with disabilities. Technical Assistance is being developed by the Department of Education and the Pupil Progression Plan will be amended as soon as it is available.” We agree with the district that, “all exceptional students **should** be given the opportunity to meet the requirements for a standard diploma.” According to Clay District Schools, “the selection of a diploma option must take place at an Individual Educational Plan (IEP) conference during the student’s eighth grade school year or during the school year prior to the student’s becoming age 14, whichever comes first. Since the selection of a diploma option will have a significant impact upon the exceptional student’s high school curriculum, parents must be provided an opportunity to be involved in the decision-making process. Parents must be informed about course/credit requirements and other requirements for each diploma option. The diploma option selected at the IEP conference must be noted on the IEP. At each annual IEP conference thereafter, the academic performance of the student in relation to the diploma option selected shall be addressed and the diploma recommendation reviewed.” Our guidance counselor and ESE specialist will at that point review the graduation options and counsel with the district ESE staff, if necessary, to determine the best course of action and accommodate each ESE student to the best of our ability with the resources available.

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

Based on the projections in section 6, the school plans to open with three full time ESE teachers and additional aides as needed. The school will have one to two speech and language pathologists and one occupational therapist. These numbers are subject to change based on the actual number of students with disabilities that attend the school. These projections are also based upon the current needs at St. Johns Classical Academy Fleming Island, which will likely have similar demographics as the new campus. If the actual number of students with disabilities is higher than projected, SJCA may add additional resources to accommodate students with disabilities. During the first month of school, the ESE Director will conduct a more detailed audit of all incoming students with an IEP, which will provide the school with the actual need for staffing within the ESE department. Based on the minutes and schedules outlined in *each* students individualized plan, the ESE Director will make a final determination for staffing. When making this determination, the ESE Director will work closely with the District’s assigned ESE Staffing Specialist. As stated before, the school will immediately increase staffing as needed.

Students will be placed in the least restrict environment (LRE) and will be segregated only if the nature and severity of the disability is such that education in regular classes cannot be achieved satisfactorily. Similarly, gifted students will be educated in an environment that promotes acceleration. Special education teachers will be hired to serve students with disabilities, in accordance with the level of support needed to implement the related services and specialized



instruction detailed on the IEP. All special education teachers will be required to be certified, and other ESE service providers will meet state and local certification and credentialing requirements reflected by State Board of Education rules. The School believes that the philosophy it adheres to reflects an inclusive educational environment. The staff will ensure that the needs of the students are met in the most appropriate setting. Parents of students with disabilities will receive procedural guidelines and guidance in their native language. The school structure for the staffing plan will be based on an inclusion model for each student in need. An IEP that complies with state and federal mandates will be developed for students with disabilities. SJCA will hire and recruit an adequate number of ESE and ESOL certified faculty to meet the needs of its projected population.

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

The School's effectiveness in serving special education students will be evaluated on a continuous basis in several ways. The School will ensure that procedures for collecting and reporting to the district and Department of Education are in place. ESE teachers and the general education teachers will collaborate with lesson planning and implementation as well as to review progress notes on the students that they serve to determine if students are meeting the goals and objectives of their IEPs. Short- and long-term goals are tracked by certified ESE teachers. ESE teachers will use student grades, baseline and ongoing assessments, and progress monitoring to track these goals. Behavioral goals are tracked through the behavior plan within the IEP. IEP goals are completed on a monthly basis and sent to parents quarterly. This contact is more frequent if the student is not meeting goals. If the student is not meeting monthly goals, an interim IEP is conducted to consider additional accommodations and/or supports. Within this meeting, the team considers attendance, discipline, student participation, and a variety of factors that foster success in the classroom. This will ensure that the focus will be on each student's progress. School-based administrators, faculty, and staff of the School will review all special education student data to ensure that the ESE program is focused on student data to evaluate the progress of the schools' special education students. Additionally, the effectiveness of the ESE program will be monitored and evaluated by providing and requiring participation of the ESE teachers and the general education teachers in professional development opportunities focusing on writing successful IEPs, using of research-based instructional strategies for special education students, implementing accommodations in the general education classroom, and modeling how to analyze the effectiveness of student goals. This will assist each ESE teacher and any other staff member who assists in servicing special education students in understanding how to track the progress of their students. Lastly, the Sponsor's staffing specialists will make weekly visits to the school to ensure compliance and effectiveness, as well as yearly audits from the Sponsor. The District conducts an annual parent survey for parents with disabled students, and results are provided to the school for feedback. Additionally, SJCA offers 1-2 annual parent surveys with a section that focuses on parents of students with disabilities and their satisfaction with the program. They are given the opportunity to anonymously provide positive and negative feedback. This feedback is used to annually improve the school's services to students with disabilities.

The Student Services team attends all district ESE training and ongoing training and support through Hillsdale College.

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

St Johns Classical Academy will comply with *Florida's Plan for K-12 Gifted Education* and *Florida's Frameworks for K-12 Gifted Learners* to meet the needs of all gifted students. The school adheres to the District's State Approved Plans: Exceptional Student Education Eligibility for Students who are Gifted Requirements and Educational Plans for Students who are Gifted.

The very nature of a classical curriculum is rigorous and academically challenging. The Hillsdale K-12 Program Guide, as well as other components of Classical education described within this application, offers teachers ample opportunities to challenge those who need it. A classical education is appropriate for any student and certainly for academically-gifted students. It can provide the depth and challenge that gifted students crave. An effective gifted program will show that the students it serves have successfully met their goals and continuously build on current strengths. The School's gifted curriculum objectives are focused on developing cognitive, learning, research and reference, and metacognitive skills at each grade level, using principles of differentiation, in one or more of the following content areas: mathematics, science, language arts, social studies, foreign language and fine arts.

Students who qualify as gifted will have an EP written and reviewed yearly by a qualified teacher with a gifted endorsement and other members of the EP team (LEA, Teacher, Gifted Teacher, etc). Goals are reviewed monthly and sent to parents. Teachers will be provided with gifted extension activities to complete during Studium (study hall), and the gifted teacher will consult monthly with the teachers to ensure that all gifted students' needs are being met. This service delivery model is extremely effective because of the academically challenging curriculum provided by Hillsdale College. There is an abundance of extension activities that allow for gifted students to reach their fullest potential and fill their minds with wonder. It allows for problem-solving, complex and critical thinking, and inquiry-based learning. The gifted extension activities are based on student's strengths and interests. St. Johns Classical Academy will provide a positive learning environment where gifted students can thrive and meet their academic and social goals.

**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.**

St. Johns Classical Academy works with the District to meet the needs of all English Language Learners. The school strictly adheres to the *District English Language Learners Plan*, which can be found here: <https://drive.google.com/file/d/1cI2FzQJHBOlbs8d5Fj9qKv4E9zIS-UqB/view>

The School will strictly comply with the provisions of the Consent Decree pursuant to federal and state law regulations, including citation to, and and/or discussion of 6A-6.0902, F.A.C.; 6A-6.09022, F.A.C.; 6A-6.09091, F.A.C. ; 6A-6.0903, F.A.C. 6A-6.0907, F.A.C.; 6A-1.0503, F.A.C., and Section 1003.56, F.S. The school will strive to employ staff that are culturally diverse/reflective of the student population and provide appropriate services to ELLs, even if hiring additional staff is necessary.

Per Rule 6A-6.0902, FAC, within 20 days of enrollment, students and parents will indicate they are an English Language Learner by completing a Home Language Survey. Students with at least one affirmative response will be referred to the District's ELL coordinator for testing. The school will follow the guidelines set forth by WIDA Placement Test and the *WIDA English Language Development Standards Framework* found here: ([https://drive.google.com/file/d/1i3Pt\\_iMqnKieez\\_fpK\\_1hYqhxpdlOlQf/view](https://drive.google.com/file/d/1i3Pt_iMqnKieez_fpK_1hYqhxpdlOlQf/view)). The initial placement test will take place within 30 days by the Districts ESOL Coordinator.

The mission of the School's ELL program is to successfully meet the social, academic and communication needs of bilingual, bicultural, and bi-literate students. In order to promote literacy and proficiency, the ELL program is not only tailored to each student's English proficiency level, but it also complies with state and federal requirements by providing English language learners (ELL) with English language development instruction that is both age and grade appropriate. ELLs will be in a climate that promotes listening, speaking, reading, and writing skills. Students in the program will receive comprehensible instruction from appropriately certified/endorsed instructional staff, in accordance with the policies and procedures of the State of Florida and the District.

Demographic data, not limited to native language, country of birth, date entered the U.S. (on the registration form), is collected at the time of registration. Information is gathered regarding the extent and nature of the student's prior educational experience in his/her homeland, and student membership information. Transcripts from current or previous years and any available standardized test scores are consulted. To gather more information, and/or if previous transcripts and test scores are unavailable, the parents or guardians and the student are interviewed regarding the student's prior educational and social experience. Written recommendation and observation by current and previous instructional and supportive staff are also consulted when available and appropriate. Comprehensive parent/guardian/student interviews, teacher made tests, tests of academic abilities administered in the student's home language or other forms of informal assessment may be used in determining the appropriate grade level and class placements. In some cases, students enter secondary schools with no transcripts or with little prior schooling. These students can benefit from initial assessment procedures to determine mastery level in basic subject areas. Examples of assessment tools which may be used to determine the academic knowledge, aptitude and abilities of students include, but are not limited to the following:

- assessment in the home language;
- writing samples in the heritage or home language;
- teacher made tests and other formal or informal assessment;
- including a comprehensive parent/guardian and student interview

Once identified, the student is then referred to the ELL Coordinator for language screening. Parents are advised in the parent's native language (the School will work closely with the District to ensure any language will be made available to the parent) that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the ELL program. The parents are regularly advised of the student's progress and needs, including after the initial identification/placement, assessments and outcomes, progress regarding the monitoring of student post-ESOL services. The student will be referred to a trained language assessor at the school in accordance with district policy. The school will follow the district's ELL plan for assessment instruments and ensure students are assessed in a timely manner. The School will have an ELL coordinator who holds all necessary credentials and keeps current with training at the State and District level. The School will work with the District to ensure administration of follow-up reading/writing assessments to determine if the student continues to meet the ELL designation.

Any student who scores "fluent English speaking" in reading and writing will remain in the regular education program. Students who score "non-English speaking" or "limited English speaking" will be additionally assessed in accordance with district policy, and the student will receive ELL support services within the classroom. Placement for ELL/LEP students will be "age appropriate" and determined by the ELL Coordinator.

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

In order to promote both literacy and proficiency, the program will provide ELLs with English language development instruction that is age and grade appropriate. ELLevation is a database used to create plans, set goals, and create accommodations (classroom and state testing), accountability through the district and with parents for ELLs. ELLevation is tailored to the student's English proficiency level. Teachers are provided with individual strategies and accommodations for working with ELL students in their class. ELLs will be in a climate that promotes not only listening, speaking, reading, and writing skills, but also a cross cultural understanding during classroom instruction. ELLs will receive comprehensible instruction for the core curriculum so that they can make academic progress comparable to that of native English speakers. The School offers ELLs instructional services through an English immersion program of mainstream/inclusion instructional delivery models. Mainstream/inclusion instruction provided to ELL students is equal in amount, sequence, and scope to the instruction provided to the non-ELL students at the same grade levels, while also including specific accommodations and modifications to the curriculum. Instruction will be provided by teachers who are appropriately certified and qualified to teach ELL students in accordance with state and local requirements.

The ELL program provides for understandable instruction while the curriculum content in language arts and the core subject areas remain the same as they are for fluent English speakers. Instruction is supported through, but not limited to, the use these ELL instructional strategies:

- Provide a climate of warmth and caring which nurtures a sense of comfort

- Seat the student close to the front of the room
- Establish a daily routine in the classroom and prepare the students for any changes
- Use as many of the senses (seeing, hearing, touching, smelling and tasting) as possible to present information to students
- Provide ELLs guidelines for written work and homework assignments
- Provide alternative instruction whenever the class lessons are extremely difficult for the ELL student
- Arrange small discussion and talking activities that permit students to practice verbal skills
- Utilize oral techniques, such as cueing, modeling elicitation and chunking
- Utilize graphic organizers such as webbing and semantic maps
- Modify your lesson objectives according to the language level of the ELL student
- Use manipulatives to help students visualize the math concepts
- Allow students to use computational aids such as number lines, abacus, counters and computation charts
- Teach math concepts and computation procedures through games and kinesthetic activities
- Give practice in reading word problems by identifying the key words to determine the operation needed to solve the problem
- Utilize the cooperative learning approach in which the student is given the opportunity for peer instructions

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

All ELL students who do not meet specific levels of performance in reading, writing, science and/or mathematics will be provided with a monitoring plan to assist the student in meeting state and district expectations for proficiency in that area(s). An LEP folder will be generated for each ELL student enrolled in the ELL program. ELL students will be assessed both in language proficiency and academic achievement and participate in district and state assessments. An ELL committee will be formed and meet to resolve any issue that affects the instructional program of an ELL student. Parents will be invited to attend the ELL meeting. All efforts will be made to inform and orient parents through the use of materials translated into their home language. The School will not deny English Language Learner students access to any curriculum being offered to non-ELL students nor will any grading policy in the school be based solely on language proficiency for ELL students.

Exiting the Program: ELL students may exit the program based on the Sponsor's policy. The School will work with the Sponsor's ELL Coordinator to ensure all appropriate steps are taken to appropriately exit a student from the program.

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

In compliance with Florida State law, the School's teachers are required to participate in training when they have an English language learner (ELL) assigned to their class. Administration will



ensure that all teachers receive the appropriate certifications if they have an ELL student placed in their class and teachers will be expected to complete this certification in a quick and timely manner. The School will strive to hire bilingual staff if there is a particular language the school anticipates will have a high number of speakers.

For the 2020-2021 school year, FDOE reported that Clay County had 2.6% English Language Learners. The school predicts that it will have approximately 1.8% ELL students based on the neighboring schools.

The School will provide adequate staffing of certified ELL coordinators based on the student population. We intend to hire (and have budgeted for) a part-time ELL Coordinators during our first year to guarantee that our ELL students are receiving proper instruction in their individual classrooms or, depending on need, will seek a guidance counselor who is qualified to fill both roles. Within the classroom, the ELL Coordinators may provide support to the classroom teacher in the areas of scaffolding, which is providing instruction to aid in student comprehension of content and objectives. This includes strategies such as adjusting speech or providing appropriate background information and experiences to assist the students to grasp the content. Outside of the classroom, the ELL Coordinators is responsible for evaluation, placement, the creation and maintenance of the ELL plans, and accommodations.

## **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.**

Student self-government and a sense of purpose develop from application and accomplishment, from consistent expectations in the school climate and culture, and from the habitual practice of virtues. St. Johns Classical Academy will provide an environment that is safe and conducive to learning, where students show respect to their teachers, their peers, themselves, and their school. We believe that effective procedures, strong yet equitable discipline policies, and most importantly rigorous yet attainable curriculum creates a positive culture for faculty, staff, and students. This culture starts with a solid board and administration team that is committed to the mission and vision of the school, which filters to the educators, who ultimately make the greatest impact on the school and what it can accomplish. SJCA's Board of Directors is committed to hiring an administrative team who will create this strong ethos and hire teachers who are effective and see students as unique individuals who need guidance and direction in order to develop their mind and character. Teachers are the on forefront and they are the ones truly making a day-to-day difference in the lives of each student on campus.

SJCA will maintain a disciplined learning environment that allows for daily instruction from highly trained, content area experts. This is critical for the school to carry out its mission and vision. Students will understand that there is a need for discipline and order, as this provides them with the opportunity for learning. Teachers will model the virtuous behavior that is expected of their scholars. Additionally, St. Johns Classical Academy will stay committed to treating all students with equality, fairness, and respect.



A classical education provides an environment for students in which they can be academically challenged, develop a love for learning, and learn self-control and self-respect. Research has proven that when high expectations are set, procedures are clear, and lessons are structured, *all* students can learn. A classically trained student works to develop their character, become self-disciplined, and ultimately graduates to become a good citizen of the United States.

All policies regarding student conduct and discipline flow from this general principle: students must fully engage themselves in the education SJCA offers them. SJCA's philosophy towards discipline is that SJCA will enact lawful discipline policies. These procedures should provide guidance and direction of acceptable behavior in order to develop a child's own sense of self-worth and his/her responsibility towards others.

**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:**

The School intends to use the District's Code of Conduct as a guide for referrals, student discipline, and serious offences made by a scholar/scholars; however, the School will have its own requirements outlined in the SJCA Family and Scholar Handbook and it will be the official handbook for parents and scholars attending SJCA. Similar to a Special Pupil Request, students must abide by the code of conduct and attendance policies, or they may be asked to return to their zoned school.

([https://drive.google.com/drive/folders/1r9APkJnars62\\_lpZdi0JGjGPHF1AJyER](https://drive.google.com/drive/folders/1r9APkJnars62_lpZdi0JGjGPHF1AJyER))

The School will ensure the rights of students with disabilities are protected with any form of discipline at SJCA, which is further detailed below.

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

Scholar self-government and a sense of purpose develop from application and accomplishment, from consistent expectations in SJCA climate and culture, and from the habitual practice of the virtues.

SJCA has quarterly awards that are virtue based rather than academic based. Scholars are recognized in front of their peers for the following:

K-5<sup>th</sup>- One scholar wins a virtue award for each of the nine SJCA Virtues:

6<sup>th</sup> Grade Scholar of the Quarter

6<sup>th</sup> Grade Athlete of the Quarter

7<sup>th</sup>-12<sup>th</sup> Grade Scholar of the Quarter

7<sup>th</sup>-12<sup>th</sup> Grade Athlete of the Quarter

The full awards program can be located at:

<https://drive.google.com/file/d/1s0ZDHWUaBx6jhGsXzSGpfhW7Ls1jKUrB/view?usp=sharing>)

The aim of SJCA is to teach scholars. Scholar derives from the Latin word *studēre*, which means “to give attention to,” “to take pains with,” “to apply oneself to,” “to strive after,” “to pursue,” “to desire.” Scholars, then, are by definition diligent in, attached to, zealous for, their studies. The teachers of SJCA will work hard to prepare their lessons. These lessons are designed to teach scholars nothing less than who they are and what the world offers them. All policies regarding scholar conduct and discipline flow from the following general principle: Scholars must fully engage themselves in the education SJCA offers them; therefore, scholars will conduct themselves in the following ways:

- Be polite and attentive both inside and outside of class.
- Attend SJCA consistently, be punctual, and take responsibility for making up any work promptly when absent.
- Be prepared for class.
- Follow directions.
- Follow all reasonable requests made by adults on the premises with a positive attitude, and show respect for self, others, and property.
- Cooperate with and demonstrate respect for the faculty and staff, including administrators, teachers, assistants, custodians, and any other people working at the school.
- Communicate in an acceptable tone of voice using an acceptable choice of words.
- Follow lunchroom, playground, fieldtrip, lab, and individual classroom rules.
- Follow school rules when participating in SJCA-related events.
- Adhere to the uniform policy.
- Do not use threats or intimidation against any other person.
- Respect the health and safety of others, safety rules, and not bring tobacco, alcohol, or any illegal substances to school.
- Be dismissed by the teacher, not the bell or the clock.
- Do not leave the SJCA premises without signing out in the main office.
- Do not bring electronic game devices.
- Do not bring anything to SJCA that could be used to harm another or that is illegal.
- No public displays of affection (PDA). This includes, but is not limited to, hand- holding, kissing, excessive hugging, or inappropriate physical contact, etc. This includes all genders (male/female, male/male, female/female).

At the beginning of each school year, scholars sign the SJCA Honor Code, which is as follows:

### **SJCA Honor Code**

The objective of SJCA Honor Code (HC) is to build trust among scholars and to maintain an academic community in which a code of values is shared. SJCA Honor Code is typically reviewed in class with scholars during the first week of school each year.

As a scholar and citizen of SJCA, I agree to the following:

- When taking a test, I will not look at other scholars' answers, or use other materials unless given permission by the teacher.
- When taking a test, I will not provide answers or assistance to anyone else.
- When doing my homework, although I may receive help from my parents, a tutor, or other scholars, the words I write will be my own words, in my own handwriting, and will not be copied from someone else's work.
- When helping another scholar with their homework, I will not give them the answers, but will help them to better understand the assignment.
- When writing a report, I will use my own words. I will not copy words and thoughts from other sources, including the internet, without giving credit to the source.
- I will always be honest about my work and behavior with my teachers, parents, and the Headmaster.
- I believe that everyone should have an equal opportunity to learn. I will not do anything that will prevent someone else from learning.

I join the entire scholar body of SJCA in a commitment to this Honor Code. The faculty on its part manifests its confidence in the honor of its scholars by refraining from taking unusual and unreasonable precautions to prevent the forms of dishonesty mentioned above. The faculty will also avoid, as far as practicable, academic procedures that create temptations to violate the Honor Code.

On some occasions, teachers may ask scholars to write "HC" (SJCA Honor Code) on the heading of their assignments to remind them of the details and spirit of this honor code.

The activity of learning requires scholars to be attentive and polite. Scholars are expected to adhere to the school's high expectations for behavior and core virtues lest they compromise their own learning and interfere with the learning of others.

Once a student reaches their 3<sup>rd</sup> referral, the Student Services team schedules a meeting with the parents, teachers, and administration to determine if behavior interventions are necessary, which would likely place the student on tier 2 or 3 of MTSS. The school strictly adheres to intervention processes and procedures for Clay County School District.

## **Suspension and Expulsion**

The Headmaster or designee has the authority to suspend scholars as appropriate.

Suspensions last from one to 10 days depending on the severity of the infraction. Lengthy suspensions will require a conference between the parent(s) and Headmaster. The conference will occur before the scholar is readmitted to class.

- **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;**

The OneClay Student Code of conduct clearly defines non-discretionary and discretionary suspensions and expulsions, which is strictly adhered to at St. Johns Classical Academy. These offenses can be found at:

<https://drive.google.com/file/d/1w1MEYxAjKgxHs5PPAvP6jyLNt5rVZkPR/view>

Common examples of discretionary offenses may include fighting, flagrant and repeated classroom disruptions, and harassment (dependent upon circumstances).

SJCA complies with the Zero Tolerance Policy as well as SB 7026. The District and School use the Comprehensive School Threat Assessment Guidelines (CSTAG) process for SB7026 compliance, which helps determine if a student who exhibits a pattern of continuous violent or disruptive behavior should be assigned to an alternative educational program or a referral to mental health services, as well as the involvement of the local police department. “Substantive threat” means a threat where the intent to harm is either present or unclear, and requires protective action, as further defined in the CSTAG, Form CSTAG-2021. “Transient threat” means a threat where there is not a sustained intent to harm and the situation can be quickly resolved with apology, retraction, or explanation by the person who made the threat, as defined in the CSTAG, Form CSTAG- 2021.

This document can be located here:

<https://www.fldoe.org/core/fileparse.php/19958/urlt/8-3.pdf>

#### Threat Assessments and Threat Assessment Team

Clay County District Schools has identified the need to have active threat assessment teams at each school in partnership with the Clay County District Schools Office of Culture and Climate. SJCA has a safety team that consist of approximately ten members, including the Clay County District Schools threat assessment team shall include the persons with expertise in counseling, instruction, school administration, and law enforcement, as provided in Section 1006.07(7)(a), F.S. Behavioral health is important to a safe and conducive learning environment while ensuring students facing or are in crisis receive services needed. The purpose of a threat assessment team is to establish an understanding of a threat (transient or substantial) and focus on behaviors that pose a threat to school safety while serving as a preventative measure to identify needs and provide support to students. Each school-based threat assessment team must use the Comprehensive School Threat Assessment Guidelines/ Threat Assessment and Response Protocol form CSTAG 2021 to assess the behavior of persons who may pose a threat to school staff or students and to coordinate intervention and services for such persons. All threat assessment team members must be trained on the CSTAG model.

This process of identifying types of threats, how to mitigate threats and how to identify services needed are accomplished in what is known as a care assessment. It is the policy of the Clay County District Schools to be consistent with rule 6A-1.0018 on how threat assessment teams are created at each Clay County District School.

The School utilizes the “Florida Safe Schools Assessment Tool” or “FSSAT”, the site security risk assessment tool used by school officials at each school district and public-school site in the state, including charter schools, to conduct security assessments, as provided in Section 1006.1493, F.S.

The School utilizes “FortifyFL”, the mobile suspicious activity reporting tool that allows students and members of the community to report information anonymously concerning unsafe, potentially harmful, dangerous, violent, or criminal activities, or threats of such activities to law enforcement or school officials as described in Section 943.082, F.S.

The school complies with “SESIR”, School Environmental Safety Incident Reporting, as identified in Rule 6A-1.0017, F.A.C.

In addition to the above mentioned policies, the School uses the Districts School Safety Requirements and Monitoring, which can be found at:

<http://agenda.oneclay.net/content/files/917-ccds-policy-safety-measures.pdf>

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

The governing board works with the administration and the District, regarding the discipline policy. The school intends to use the District’s Code of Conduct policy; however, the School will have additional requirements outlined in the Family and Scholar handbook as it relates to discipline and attendance. During preplanning and throughout the year, teachers and staff are trained on consistency and fairness when writing referrals, behaviors that warrant referrals, and the communication that should take place when a referral is written (i.e. parent contact, administrator contact). Teachers utilize Synergy to write a referral, which is electronically submitted to administrators. Teachers are expected to communicate with parents when a referral is written; however, they are expected to contact parents prior to the referral if certain behaviors are escalating. This proactive approach has shown to be effective in preventing a large number of referrals.

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

The School strictly adheres to the Sponsors discipline policy as it relates to students with disabilities. The following is quoted from the District’s Student Code of Conduct and will be adhered to by the School

<https://drive.google.com/file/d/1w1MEYxAjKgxHs5PPAvP6jyLNt5rVZkPR/view>:

The School District of Clay County is committed to providing all students with disabilities a free, appropriate public education. While this commitment includes all aspects of the disabled students' learning experience, it in no way lessens the School Board’s intention to maintain a safe, orderly environment for the entire student and staff population.

Additionally, the School Board believes that the implementation of thoughtful, carefully constructed disciplinary procedures is a necessary component of student education. Formal disciplinary actions described in the Clay County Code of Student Conduct may be used with students with disabilities when trained professionals have evidence that such strategies are appropriate to the student's conduct and contribute to his learning process. When necessary to ensure the overall safety, welfare, and/or order of the school environment, a student with disabilities may be subjected to short-term suspension with all alternative procedures and safeguards affirmed. More serious violations may result in a recommendation for expulsion and/or an administrative placement in an Alternative Exceptional Education setting. When working with students with disabilities, the goal is to focus on proactive strategies using positive behavioral interventions and supports with an intentionally reduced focus on exclusionary methods (i.e. out-of-school suspension). Individualized Education Plan (IEP) or 504 teams must convene when a student reaches his or her fifth day of out-of-school suspension in order to proactively address the student's needs. Teams may convene any time prior to the fifth day of suspension, if needed. Procedures which govern a change of placement generally follow these guidelines:

- The district prohibits any student with a disability from being suspended out-of-school for more than ten (10) consecutive days or ten (10) cumulative days within a school year. Any disciplinary removal of a student with a disability for more than ten (10) days in a school year is considered a change of placement. If a decision is made that a change of placement will occur for a student with a disability, the student's IEP or 504 team will be convened to conduct a manifestation determination review.
- Students with disabilities who have been determined to have committed certain Level III or Level IV infractions of the Code of Student Conduct may be recommended for expulsion.
- A group of professionals trained to provide input regarding the student's disabling condition documents evidence that the on-campus expellable event is not a manifestation of this condition. The group shall include the school psychologist, appropriate Exceptional Student Education (ESE) personnel, and administrative representation of the referring campus. This group shall convene with the parents of the student recommended for expulsion to generate an appropriate Individualized Education Plan or 504 Plan.
- If it is determined that the offense is a manifestation of the disabling condition, the student may not be expelled, but may be provided services for a limited time in an alternative setting. The setting will be determined by an IEP or 504 Plan committee. For Students with Disabilities, appropriate goals and objectives to address the inappropriate behavior(s) will be reviewed or generated and will be implemented in the resulting educational setting.
- In addition to the student's placement in an appropriate ESE Program or 504 Plan, there is documented evidence of the availability of necessary support services and concentrated alternatives. Furthermore, a Functional Behavior Assessment/ Positive Behavior Support Plan (FBA/PBSP) is to be generated or reviewed and added to the IEP. For students with 504 Plan, a behavior plan will be generated or reviewed.
- A district-wide discipline hearing may be held to consider the Principal's recommendations to the Superintendent.
- The recommendations will be based on the Statement of Manifestation and the determination of eligibility for expulsion.



- After a review of the following documentation by the ESE Director or Student Services staff, the Superintendent may notify the parents (regarding) the Clay County School Board hearing schedule and the rights accorded the student at the hearing:
  - Statement of Manifestation
  - Current IEP, including relevant matrix amendments, or 504 Plan or Least Restrictive Environment (LRE)
  - Functional Behavior Assessment/Positive Behavior Support Plan
- All Due Process Rights and Procedures are granted to students with disabilities.
- Under no circumstances shall expulsion of a student with disabilities result in a complete cessation of educational services. Students will be provided an alternative setting in order to ensure that the IEP or 504 Plan is continued.
- NOTE: In reference to students with a 504 Plan, the consequences for drug or alcohol use or possession by any student with a disability are not different from non-disabled students. Located at:  
<https://drive.google.com/file/d/1w1MEYxAjKgxHs5PPAvP6jyLNt5rVZkPR/view>

This plan fully complies with the following:

- Individuals with Disabilities Education Act (IDEA)
- Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. §104)
- State Board of Education Rules
  - **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;**

St. Johns Classical Academy strictly adheres to the Districts Policy. The following processes are adhered to and have been pulled from the Districts Code of Conduct:

<https://drive.google.com/file/d/1w1MEYxAjKgxHs5PPAvP6jyLNt5rVZkPR/view>

## Due Process Procedures

Students will be informed of the infraction and have the opportunity to be heard before disciplinary action is enforced. Students will be notified of the school rules that have been violated, either verbally or in writing, by an administrator or designee. Students will be given the right to present evidence or provide a list of witnesses concerning the charges. The following steps will be taken to guarantee due process:

- Proper notification of the infraction or complaint against the student and proposed disciplinary action.
- Explanation of evidence against the student.
- Opportunity to present evidence and/or provide a list of witnesses on their behalf.
- Opportunity to refute charges with an administrator/designee.

## **Out of School Suspension**

A school principal may suspend a student from all classes of instruction on school grounds and all other school sponsored activities, except as authorized by the principal or principal's designee, for persistent disobedience and/or gross misconduct. Principals take this action when they have exhausted informal and other formal disciplinary strategies, or when they have at least considered those alternatives and rejected them as inappropriate in each situation.

Pursuant to Florida Statute 1006.09(1)(b), no student who is required by law to attend school shall be suspended for unexcused tardiness or absences. Therefore, suspension is not an appropriate disciplinary action for truancy as it relates to students who fall within the mandatory state attendance requirements.

### **Procedures for OSS**

- Prior to suspension, the student shall be advised of why he/she is being suspended (i.e., infraction code), be provided an opportunity to refute the charges verbally or through a written statement, and be given an opportunity to submit to the administrator a list of names of other individuals who might have witnessed the incident. It should be noted that any statement a student makes may be used, along with other documentation, to prove whether the student is guilty or not guilty of the infraction.
- If the student is found guilty of the misconduct, determination of the suspension will be provided in writing through the notification of consequences.
- Written notice such as a copy of the electronic referral and a notification of consequences shall be sent to the parent(s) or guardian by mail within 24 hours. All reasonable attempts to conference with the parent via phone or in person must be made during the suspension process.
- If the immediate suspension of the student is justified because the student's presence endangers others or school property, the necessary notice and conference, if requested, will follow as soon as possible.
- The school is required to provide all work assignments to be completed by the student.
- Principal Review will be held for any student referred to the hearing office.

### **Appeal of Suspension/Principal Review**

- The school principal, after reviewing the case with the parent or adult student, will either affirm or adjudicate the length of suspension as originally stated in the suspension notification during a Principals review. This change shall be made on the electronic referral in the Student Information System.
- The parent, or adult student, at the Principal's Review should be advised of his/her right to appeal the action to the Hearing Office.
- If the parent/guardian, or adult student feels that they were not afforded due process at the Principal's Review, he/she shall appeal to the Hearing Office in writing within three days.
- The Hearing Office shall review the case to rectify any procedural errors.
- The Hearing Office recommendation will be presented back to the school for a modification of the original suspension decision or uphold the original suspension.

## **Alternative Learning Placement**

This is defined as the removal of a student from the traditional educational setting to an alternative learning placement with continued educational services.

## **Expulsion**

Expulsion is the removal of the right and obligation of a student to attend a public school under conditions set by the school board, and for a period of time not to exceed the remainder of the term or school year and one (1) additional year of attendance. Expulsions may be imposed with or without continuing educational services and shall be reported accordingly. All Level IV infractions and Level III infractions that are especially egregious, violent, or otherwise significant enough to warrant such a decision will be considered for expulsion. Expulsion is done by the Clay County School District, and SCJA will cooperate with any expulsion processes and proceedings that the District may reasonably request from SCJA.

## **Procedures for Alternative Learning Placement/Expulsion/District Hearing Office**

- Prior to a meeting with the District Hearing Office, a Principal's Review will be held to advise the student as to why he/she has been recommended for alternative learning placement and/or expulsion, be provided with an opportunity to refute the charges in a meeting with the principal or principal designee, and be given the opportunity to submit to the administrator a list of names of other individuals who might have witnessed the incident leading to the recommendation.
- The parent or adult student shall also be advised in the Principal Review of the right to appeal and be advised of the appeal procedures to the District Hearing Office.
- Once the Principal Review is completed, a referral is made to the Hearing Office for final review and consideration of expulsion recommendation to the Superintendent.
- The District Hearing Office will determine if sufficient basis is found for a recommendation to an alternative learning placement or expulsion to the School Board.

In the event that a student who has been recommended for expulsion withdraws from the Clay County District Schools, the expulsion proceedings with the School Board shall continue as though the student had not withdrawn. The Superintendent and School Board shall not delay action on an expulsion recommendation pending re-entry/reregistration of the student in Clay County District Schools.

Clay County District Schools will uphold and enforce disciplinary proceedings from other public-school districts. A student who has been expelled from another school district, shall not be permitted to transfer, enroll, or be admitted into a Clay County District School. If a student was expelled with services or alternatively placed in another district, Clay County District Schools will uphold said expulsion or alternative disciplinary placement.

## **ESE Parent Notification**

### *Notice of Procedural Safeguards for Parents of Student with Disabilities*

Parents are given a copy of the Procedural Safeguards at all meetings, and it is also accessible on the district website. This provides information about Exceptional Student Educational programs regarding appropriate notice, meetings, independent evaluations, records, mediation, hearings, administrative law judges, due process hearing rights, appeals of due process, placement during due process hearings and appeals, attorney's fees, discipline including long term removals and interim alternative educational settings (IAES), consent and revocation, private school placements, local education agency complaints (LEA) and state education agency complaints (SEA).

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

The School's Student Code of Conduct is embedded and signed in the application process through School Mint, the lottery database. Additionally, the handbook is easily accessible on the School's website.

## **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.**

Once the school opens, a decision will be made regarding extra- and co-curricular activities.

## **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.**

SJCA will operate under the guidelines of the Florida Department of State and has filed for status as a 501(c)(3) Not for Profit Organization.

- 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 bylaws – 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.**

As depicted on the organization chart in **Attachment M**, St. Johns Classical Academy (SJCA) shall be governed by the Governing Board (“Governing Board”) and managed by its Headmaster pursuant to the school’s charter and duly adopted bylaws. The Governing Board will be responsible for adopting policy, overseeing the management of the school, and ensuring financial compliance and responsibility. In addition, the Governing Board will set goals for the school by engaging in strategic planning and ensuring outcomes within the set parameters. In general, the Governing Board’s powers and duties will be consistent with those set forth in public and charter school law. The Governing Board’s bylaws describe how the Governing Board will exercise its powers and duties and outline primary governance policies. The Governing Board will meet at least four times per year, with at least two of those meetings being held within Clay County. All board members will receive training and refresher trainings as set forth by Section 1002.33(9)(j)4., F. S. or elsewhere in the Florida Administrative Code. All Governing Board members will pass required background screenings prior to joining the Governing Board and all subsequent required screening will occur in accordance with Florida law.

The Governing Board will not be involved in the daily operations of the school. The Headmaster will serve as chief executive who will be evaluated annually. The board will make sure the Headmaster manages SJCA in compliance with all state and federal laws and regulations.

From time to time, the Governing Board will also perform assessments of the school and its programs and operations. The Governing Board also annually assesses its own performance. Governing Board members will participate in and develop short and long-term plans for the School. It will monitor the effectiveness of the School’s programs and implementation to see if the school has met the goals outlined in its plans.

Although the Governing Board does not hire staff, it is it is the Governing Board’s responsibility to set the salary schedule and approve the annual budget.

The Headmaster reports to the Governing Board at regular meetings about the School’s operations.

The Headmaster will serve as a liaison between SJCA and the school’s sponsor. For subjects under consideration by the Governing Board, the Headmaster shall present his recommendation prior to action taken if requested by the Governing Board. With the exceptions of “whistleblower” or urgent student safety issues, the board shall make no policy or take any action until the Headmaster has had a chance to address it. The Headmaster and the School’s parent representative will attend all Governing Board meetings.

Governing Board duties include but are not limited to:

- Review a preliminary budget for the new fiscal year
- Approve a final budget for the new fiscal year
- Approve faculty and staff contracts
- Approve various new policies and revisions to existing policies
- Approve student and staff handbooks
- Evaluate results of end of grade/end of course state tests

- Evaluate results of internal grade-wide or school-wide testing
- Conduct parental/staff satisfaction survey(s) & evaluate results
- Send out RFPs to auditors
- Select an auditor
- Approve the audit results
- Review IRS Form 990 prior to submission (for 501(c)(3) tax-exempt schools only)
- Create or approve an annual report for the District
- Develop/revise an annual school improvement plan
- Evaluate the Board's elections
- Evaluate management's performance
- Review the limits of, and ensure renewal of, the school's liability insurance
- Conduct board elections
- Orient new board members
- Conduct officer elections
- Confirm officers and Headmasters sign conflict of interest disclosures & conduct agreements
- Ensure a year-end asset inventory was conducted
- Review and update and submit (as necessary) the school's crisis management plan
- Approve annual instructional calendar
- Create and annual board development program
- Review bylaws
- Review your Florida's Open Meetings/Freedom of Information Acts
- Confirm that school is in compliance with special education laws & regulations
- Confirm compliance with laws & regulations for categorical funds (e.g., "Title" monies)
- Review/approve employment, compensation schedules
- Confirm submission of headcount reports for state funding
- Conduct an annual board retreat
- Verify PTO activities/proper use and management of funds
- Review all significant vendor contracts/lease agreements
- Confirm re-enrollment letters of intent were sent out
- Review or approve revisions to organizational chart
- Confirm the completion of required background or fingerprint checks for staff/volunteers/board
- Confirm compliance with local zoning/occupancy/fire and safety regulations
- Confirm signatures for employee handbook were obtained
- Review/evaluate progress toward ALL major goals contained the school's charter

## Committees

All Committees will comply with Florida Open Meetings Laws as required. The Governing Board will develop a policy to ensure that membership of the board will include a broad range of expertise, including backgrounds in education, accounting, business, and related fields. This policy will be incorporated into the Governing Board bylaws.

The Finance Committee shall assist the board in carrying out its budget and finance duties. At least two members of the Governing Body shall serve on the Finance Committee. The



Headmaster shall be required to attend all Finance Committee meetings. Specifically, the Finance Committee shall:

- (1) make recommendations to the governing Board in the following areas:
  - (a) financial planning, including reviews of the school's revenue and expenditure projections;
  - (b) review of financial statements and periodic monitoring of revenues and expenses;
  - (c) annual budget preparation and oversight; and
  - (d) procurement; and
- (2) serve as an external monitoring committee on budget and other financial matters.
- (3) oversee regular audits, which shall include the following:
  - (a) evaluate the request for proposal for annual financial audit services;
  - (b) recommend the selection of the financial auditor;
  - (c) attend the entrance and exit conferences for annual and special audits;
  - (d) meet with external financial auditors at least monthly after audit fieldwork begins until the conclusion of the audit;
  - (e) be accessible to the external financial auditors as requested to facilitate communication with the Governing Board and the Headmaster;
  - (f) track and report progress on the status of the most recent audit findings and advise the Governing Board on policy changes needed to address audit findings;
  - (g) be subject to the same requirements regarding the confidentiality of audit information as those imposed upon the local school board by state law and rules of the state auditor.

A Nominating Committee will be called into creation whenever new members are added to the Governing Board. The Nominating Committee will be drawn exclusively from voting members of the Governing Board and will require at least two members. The Nominating Committee will have the power to recommend new members to the Governing Board, but the addition of new members will require the vote of the Governing Board as described in its By- laws.

At present, the Governing Board anticipates appointing an Outreach Committee for the purposes of organizing school volunteers and holding responsibility for school marketing and publicity.

SJCA anticipates that parents will be directly engaged in tutoring and coaching, and providing other necessary and invaluable assistance, including sponsoring, chaperoning, and leading school-sanctioned off-site events. The Headmaster will communicate with the Outreach Committee about the need for volunteer support. The Outreach Committee will, in turn, communicate these needs through community meetings, local town boards, and meetings with parents.

The School may have additional ad hoc committees if allowed under the School's Bylaws.

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

According to 1002.33 (7) (d) 2, F.S., "Each charter school's governing board must hold at least two public meetings per school year in the school district. The meetings must be noticed, open, and accessible to the public, and attendees must be provided with an opportunity to receive information and provide input regarding the charter school's operations. The appointed [parent] representative and charter school principal or Headmaster, or his or her equivalent, must be physically at each meeting." The Governing Board (at its discretion) will likely meet at least once each month to consider and adopt policies, to act on committee recommendations, and to consider requests and concerns from parents, students, teachers, and the public. The board will meet at least four times a year. The board will follow all laws and best practices with regards to advertising the meeting, conducting each meeting, and preparing the minutes in a timely manner.

Additionally, 1002.33 (6)(f)2,F.S. states "A charter school applicant must participate in the training provided by the Department of Education after approval of an application but at least 30 calendar days before the first day of classes at the charter school. However, a sponsor may require the charter school applicant to attend training provided by the sponsor in lieu of the department's training if the sponsor's training standards meet or exceed the standards developed by the department. The training must include instruction in accurate financial planning and good business practices." The Governing Board will operate in compliance with its bylaws, adopted policies, and with all federal and state laws applicable to public charter schools, including State and local sunshine laws requiring open records and meetings. Formal training for all board members will ensure our preparedness to comply.

A proposed agenda for all board meetings shall be posted prior to the meeting in a compliant timeframe and manner and will be posted on the School's website. The parent or legal guardian of any child enrolled in the school, a teacher, or any member of the public may make a written comment on a public comment card, which is provided at the meeting; however, the board may or may not choose to address the comment. A procedure for setting the schedule of meetings is clearly written in the proposed bylaws. The Governing Board will vote on and post their meeting schedule for the opening school year and annually thereafter in accordance with Chapter 119 of the Florida Statutes relating to public records and public meetings.

**E. Describe the current and desired size and composition of the governing board. Identify key skills, areas of expertise, and constituencies that are or will be represented on the governing board.**

Ideally, the board will consist of five members but in any case, no fewer than three and no more than seven members. The method for selection will be included in the bylaws and is designed to place those persons on the board who are philosophically aligned with the school's purpose and mission, who represent a broad range of expertise including their education and experience, and who also are those persons having utmost credibility and respect. Specifically, the board will strive to include at least one member conversant and active in the following fields: Education, Business and Finance, Leadership, Public Relations and Recruiting and Law. The Governing Board will seek representation from the constituencies of the School's community. The biographies or resumes of the Initial Governing Board are included below in Section L.

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

The Founding Board will transition from its current planning and development role, assisting with the application, negotiating the contract with the district, hiring the Headmaster, securing a facility, marketing the school in the community, and recruiting students to one of independent oversight and guidance (the Governing Board) as the school becomes fully operational. Subsequently, a nominating committee will be called into creation whenever new members are to be added to the Governing Board. Board members may serve up to three terms of three years each. After the application is approved, the Governing Board may stagger the terms of the initial board members so that there is not a disruptive amount of turnover on the Governing Board.

The Governing Board shall elect officers as deemed appropriate and necessary for the body once the school is open and as determined by its bylaws. It is currently contemplated that the board will have a chair or president, vice-chair, secretary and a treasurer. The roles of these respective officers shall be described in the adopted bylaws, but it is anticipated that they will follow traditional duties and responsibilities of school board officers and/or those of a non-profit entity.

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

The Board exists to govern and provide statutorily required oversight and not manage the day to day operations of the school. The Board will act to ensure compliance with Florida's Charter School law, the Sponsor's written policies and the terms of the charter. Its mission is to ensure outcomes are being accomplished and that all parameters are being followed. That is, to verify proper and effective management, not be a participant in it. Board members must align philosophically with the school's mission to be selected and have a clear understanding of its purpose. Consequently, they will align with each other foundationally. The Board will be accountable for the governance of all aspects of the school and each Headmaster will fully recognize and accept his or her responsibility for the academic performance of our students and the sustainability of the school. The Headmaster is evaluated at least annually by the Governing Board.

The SJCA Governing Board will focus on governance, financial practices, and policy. The Governing Board will carry out its duties in its regular meetings, as well as through information gathered at committee meetings. As such, the Board has a fiduciary responsibility to provide oversight of the School’s expenditure of both public and private funds. This responsibility includes board oversight of the charter’s procurement practices; monitoring of business and financial policies and providing guidelines to ensure sound financial management practices are followed. The SJCA Governing Board has members from a High Performing Charter School on it, who, through their leadership, has provided effective oversight while allowing the Administration to run the day-to-day affairs of the School.

SJCA’s Governing Board will operate and oversee all aspects of school activities and otherwise be fully responsible for and ensure that the school will be an academic, operational, and financial success. The board and school staff will rely heavily on the successful pattern, best practices and lessons learned through our partnership with Hillsdale College, who will assist in creating and implementing the school’s academic program, providing the curriculum design, Headmaster search, and teacher training. This initial support along with ongoing guidance in all other areas of school operations though not a replication per se, models successful functioning schools and bodes for the prospect of success.

**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
Diane Hutchings	Current	Founding Board President	<input type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Amy Miller	Current	Founding Treasurer	<input type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Jim Horne	Current	Board Secretary	<input type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Carlyle Martin	Current	Board Member	<input type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Geraldine Hartin	Current	Board Member	<input 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.**

The recruitment and selection process for Governing Board members will ensure that the school is governed by an effective cadre of professionals who will act in the best interest of the school.

The current board has five members. If needed, additional board members will be recruited by reaching out to business and community leaders within the area who wish to see a highly successful classical liberal arts charter school in the district. The Board will post vacant board seats and work with members of the school community and other stakeholders to recruit interested and qualified applicants. The board will comprise a diverse group of individuals who bring different perspectives but equal passion for a “Classical Education” choice for Clay County.

Prospective board members must agree to the following essential elements and components:

1. The centrality of the Western tradition in the study of history, literature, philosophy, and fine arts;
2. A rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions;
3. The use of explicit phonics instruction for the teaching of reading;
4. The teaching of Latin;
5. The acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts;
6. A school culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty;
7. A curriculum that is content-rich;
8. A faculty where well-educated and articulate teachers explicitly convey real knowledge to students using traditional teaching methods rather than using so-called “student-centered learning” methods;
9. A school that uses technology effectively but without diminishing the faculty leadership that is crucial to academic achievement; and
10. A school with a plan to serve grades K through 12.

Current members of the Founding Board and future members of the Governing Board will meet with prospective members and share the vision of SJCA gauging their interest in becoming a member of the Governing Board. If they are interested and enthusiastic about the project, we will ask them to complete an application. When a vacancy exists or is contemplated, applicants will be invited for an interview. Members will examine their qualifications, experience, skills, motivation, demeanor and availability to serve effectively as an active board participant.

References will be checked. Once cleared, the individual will either be recommended for appointment (if an open position is available) or for nomination for the next vacancy. Once selected, members will undergo background screening as required by the district. Notice of the Governing Boards intentions to elect any such member shall be included in the agenda for that meeting and publicly announced as required.

Development:

Before being seated, all new members will participate in an orientation process where they will be briefed on all board procedures and duties and given copies of the Articles of Incorporation, the bylaws, Florida Charter School Statutes, the adopted budget, staff and student handbooks,

and the Charter itself. All members of the Governing Board shall participate in governance training in accordance with State Board of Education Rule 6A.0784. At a minimum, all board members will receive approved training in the following: Government in the Sunshine, conflicts of interest, ethics, and financial responsibility. Additionally, Hillsdale College offers ongoing Board Member trainings and professional development at Hillsdale College.

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

**Code of Ethics**

The Governing Board’s bylaws will address the conduct of its members. Members will be required to sign conflict of interest disclosure statements, be familiar with their responsibilities as a member in the context of open meetings, and clearly understand their ethical and fiduciary obligations to the school. The bylaws will address how and when members may be removed for unacceptable or inappropriate conduct.

The Governing Board will operate under a Code of Ethics (submitted as **Attachment K**) that maintains the highest integrity and commitment to serving the students, school, and community well. The Board shall also expect all administrative, instructional, and support staff members to adhere to the *Code of Ethics of the Education Profession in Florida* and the *Principles of Professional Conduct for the Education Profession in Florida*. Florida’s Code of Ethics for Public Officers and Employees (sections 112.311-112.326, F.S.) prohibits governing board members from accepting anything of value based upon any understanding that any vote or official board action would be influenced. More importantly, governing board members and any business entity in which they or their immediate family have a material interest are prohibited from contracting with the charter school they govern for the purchase, rent, or leasing of any realty, goods, or services.

In addition to operating under a Code of Ethics itself, the Board will adopt policies establishing standards of ethical conduct for instructional personnel and school administrators in accordance with section 1002.33(12)(g)3., F.S.; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under ss. 39.203 and 768.095. All instructional personnel and school administrators will be required to complete training on the standards.

**Conflicts of Interest**

As a nonprofit, tax-exempt organization authorized to operate charter schools, the operations of the applicant can also be viewed as a public trust, which is subject to scrutiny by and accountable to the public. Consequently, a fiduciary duty exists between the board, officers, management employees, and the public, which carries with it a duty of loyalty and fidelity. The Board, officers, and management employees have the responsibility of administering the affairs of the corporation honestly and prudently. Those individuals shall exercise the utmost good faith in all



transactions involved in their duties, and they shall not improperly use their positions with, or knowledge gained from the organization for their personal benefit.

As required for the granting of 501(c)(3) Tax Exempt Status by the Internal Revenue Service, the Governing Board will adopt a conflict-of-interest policy (submitted as **Attachment K**). Where applicable, the Conflict-of-Interest Policy will also govern specific actions of the school management and its employees.

All Board members will submit annual financial disclosures, consistent with Chapter 112 of the Florida Statute. These disclosures will be filed with the district within thirty (30) days of a member being appointed to the Board. Governing Board members will disclose prior to the execution of the Charter Contract and thereafter in compliance with the terms of the Charter Contract the identity of relatives employed at Charter school (who are related to a governing board member, principal, or any other person at the charter school who has decision making authority)—Section 1002.33(7)(a)(18), F. S.

Board members will be responsible for avoiding any behavior or action that would result in a conflict of interest between their responsibility as a board member and their personal or professional interests. Each board member will complete a Conflict-of-Interest Affidavit, indicating awareness of and adherence to the Board’s Conflict of Interest policy.

Pursuant to section 1002.33(24)(b) F.S., St. Johns Classical Academy will not appoint, employ, promote, advance, or advocate for appointment, employment, promotion, or advancement in or to a position in the charter school which they are serving or over which the personnel exercises jurisdiction or control any individual who is a relative; however, the approval of budgets does not constitute “jurisdiction or control” for purposes of this requirement.

Finally, governing board members are prohibited from voting on any matter that would benefit any relative, business associate, or entity for whom that individual has been retained. In addition to recusing him or herself from any such vote, the board member will publicly disclose the interest prior to the vote being taken and must provide a written memorandum within fifteen days after the vote explaining the nature of interest which must be included in the governing board meeting minutes. Unless a governing board member has a conflict, they will cast a vote and not abstain from voting.

The School will then determine whether it may enter such a contract under Florida Law or advisory ethics opinions.

**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.**

See “Outreach Committee” in section 10 C.

Additionally, pursuant to section 1002.33(7)(d)1., F.S., the Board will appoint a representative (called the Board or Parent Liaison) to facilitate parental involvement, provide access to

information, assist parents and others with questions and concerns, and resolve disputes. The representative will reside in the school district in which the charter school is located and will be a governing board member, charter school employee, or individual contracted to represent the governing board. The representative's contact information will be provided annually in writing to parents and posted prominently on the charter school's website. The School will set forth procedures, if necessary, for a School Advisory Committee, as set forth by 1001.452(1)(a), F. S.

**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. The entire process or policy does not have to be developed; however, applicants should be able to articulate the primary steps.**

SJCA is committed to working closely with parents, the District, and all parties involved in the operation of our charter. (See Section 8B) Through regular communication with parents, we hope to create positive relationships built upon mutual respect and a desire to seek the best for all our students; however, when disputes arise, we will seek to address the situation in a way that results in an amicable resolution. We want to have a clear structure for resolving these disputes and conflicts as quickly as possible. We will strive to resolve disputes between the school and a parent as expeditiously as possible and in a manner that satisfies both parties. Parents will be informed via the Student and Family Handbook of the steps that should be taken in case a conflict should arise. Written communication will be made available to each parent at the beginning of the school year, which delineates the steps to be taken for resolving disputes and provides contact information for each staff member and the Governing Board representative appointed in accordance with section 1002.33(7)(d)1., F.S. Parents are encouraged to address their concerns in the following manner:

The school firmly believes that adults must be models of good character even in the most difficult situations. Should a parent have a grievance concerning a particular class or the administration of the school, that grievance should be resolved using the following chain of command and procedure. Issues that arise in a particular classroom should always be addressed to the teacher first since the teacher always has more direct knowledge of the student than anyone else.

1. **The teacher:** Parents should schedule a meeting with the teacher by calling the school or sending an email directly to the teacher. Except in emergency circumstances or situations involving imminent danger, parents shall not confront a teacher about an issue with students present, including their own. If the teacher and parent agree that it is in the best interest of the student to have a discussion in the presence of the student, they may do so.

2. **The Dean of Students:** If the grievance cannot be resolved with the teacher, and the matter regards discipline, the parent should discuss the matter with the Dean of Students.

3. **The Headmaster:** If the grievance cannot be resolved with the teacher and the matter regards academics, the parent should discuss the matter with the Headmaster. If a discipline matter is not resolved by the teacher and the Dean, the parents should discuss the matter with the Headmaster before approaching the Board.

4. If the Headmaster is not able to resolve the dispute to the mutual satisfaction of both parties, the parent is directed to contact the Board Liaison who will bring the concern to the Governing Board. Issues brought to the attention of the board are resolved typically by allowing ample time for investigation and full understanding of the issues by all board members. However, emergency issues or issues of great importance to the school's operation may be resolved more expeditiously at the discretion of the board.

5. The Governing Board will discuss the facts and respond to the parent's dispute. The decision of the Board will be final.

**If the school is filing the application in conjunction with a college, university, museum, educational institution, another non-profit organization or any other partner, provide the following information:**

**M. Name of the partner organization.**

Hillsdale College K-12 Education (Formerly known as The Barney Charter School Initiative of Hillsdale College)

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

Kathleen O'Toole, Ph.D.  
Assistant Provost for K-12 Education  
kotoole@hillsdale.edu  
33 East College Street  
Hillsdale, MI 49242  
Phone: (517) 437-7341  
Fax: (517) 437-3923

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

The nature of the partnership between Hillsdale College and SJCA is the common desire to provide children a classical education consistent with the principles upon which America was founded, including moral and civic virtue. The Governing Board is actively cooperating with Hillsdale College by attending the Initiative's conferences and consulting with Dr. O'Toole and staff.

Hillsdale College will help guide SJCA through the conceptual elements that foster successful classical education. This partnership will involve working together to complete the charter application approval process, develop a rigorously classical core-knowledge curriculum, recruit a competent staff, identify a facility, draft a budget, counsel the Governing Board, and provide other relevant tutelage that SJCA may require, including the initial professional development required to train the founding faculty. Hillsdale does not charge SCJA for services.

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

Hillsdale College's involvement in the governance of the school will be limited to counseling the Founding Board and eventual Governing Board on issues related to staying true to its mission.

**Section 11: Management and Staffing**

**A. Submit as Attachment M organization charts that show the school governance, management, and staffing structure in**

- The pre-operational year;
- The first year of school operations;
- At the end of the charter term; and
- When the school reaches full capacity, if in a year beyond the first charter term.

**Each organization chart should clearly delineate the roles and responsibilities of and lines of authority and reporting 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-** Because SJCA Lake Asbury will be a replica, the organization chart is already established and there are no plans to alter this plan. The 2<sup>nd</sup> chart displays how the leadership team will oversee the second campus to ensure the new school operates and functions the same as the existing school.

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

**--OR--**

**If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and provide as Attachment O the position's qualification requirements. What are the key skills and competencies for the school leader? What qualities must the school leader have for this school to be successful?**

The current Headmaster of the School will serve as Headmaster at one campus. An additional Headmaster, as well as additional administrators, will be employed for the other campus. Mr. Johnson will serve as the overarching leader of both schools for an undetermined length of time. This will ensure that the school being replicated operates in the

same manner as the existing campus, thus hopefully earning High Performing Charter Status within three to five years.

Mr. Johnson has successfully led St. Johns Classical Academy for almost two years. He is an intellectual academic leader of the school with a philosophical understanding of a classical, liberal arts education. He implements the curriculum as defined by the classical liberal tradition and is accountable to the Board of Headmasters. While the primary focus of his role is that of the academic leader, Mr. Johnson is also responsible for the oversight of discipline, moral culture, and financial priorities of the school.

Mr. Johnson is a dynamic and versatile educator who possesses extensive experience in both leadership and education.

Mr. Johnson is a recently retired U.S. Army Colonel with 32 years of military experience. During his military career, he served as the Post Commander at Camp Blanding, Chief Information Officer for the Florida National Guard, Battalion Commander supporting Operation Iraqi Freedom, and held various supervisory and administrative positions within the United States Army. He earned a Bronze Star Medal, and his unit was recognized with the Presidential Unit Citation for outstanding achievement of mission during Operation Iraqi Freedom. Mr. Johnson has extensive experience in team building, emergency management and planning, oversight of extensive budgets for the Florida National Guard, providing leadership to over 500 military personnel, and training warriors for the U.S. military.

In addition to his vast military career, Mr. Johnson has ten years combined teaching and administrative experience within Florida public schools. Mr. Johnson has taught history and social studies in Clay and Leon Counties. He was also the Dean of Students at Deerlake Middle School. As an educator, he served as team leader, chairperson, and trained interns from Florida State University.

Mr. Johnson holds Bachelor of Arts degrees in Political Science and Social Science Education, earned Master of Science degrees in National Security and Strategic Studies and Educational Administration and Leadership, and graduated from the U.S. Army's Command and General Staff College. His Florida Educator Certifications are in Social Science and Educational Leadership.

Mr. Johnson or any subsequent school leader as well will be evaluated at least annually by the Governing Board using an acceptable review instrument as called for under Section 1012.34, F.S. The Governing Board will set direction for the appointment of a new school leader. Hillsdale College provides assistance by conducting nationwide searches for candidates to present to SCJA. Interviews of school leader candidates by the Governing Board final appointment of any school leader will be done through a duly notice governing board meeting.

- 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 management structure of the school will follow the organizational chart(s) in **Attachment M**. The Governing Board will provide direct oversight to the Headmaster. The Headmaster will oversee all day-to-day operations and the oversight of all other employees and staff, including the hiring, dismissal, and professional development of all these positions. All descriptions are intended to comply with applicable Florida Statutes.

- 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.**

As seen in [this link](#), the staffing planning assumptions for the school have been developed so that they are consistent with the objectives of the school, the funds made available to operate the school, and the expected school enrollment. Classroom size limits are taken into consideration to ensure that classroom sizes stay within the regulated limits or below. As the school’s enrollment is expected to grow, the school staffing requirements will increase correspondingly.

- 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**

Recruiting for instructional staff members will follow the customary policy of locating appropriate sources of staff teachers needed and inviting qualified candidates to interview. We will use tools such as notices in education publications, job fairs, job boards, teachers – teachers.com, the school’s website, and social media. We will rely heavily on Hillsdale College staff to assist in recruitment, including their annual job fair. In addition, we plan to work with nearby teacher preparation programs to identify potential candidates. The Headmaster will be responsible for the recruitment process.

## **Selection**

The Headmaster will be responsible for the selection of staff members. All hiring will be done in accordance with Section 1000.05, Florida Statutes, as well as applicable federal laws and regulations. All teacher and non-certified personnel will meet criteria set forth in Section 1012.32(1), F.S.—general eligibility, Section 1012.32(2)(a), F.S.—background and screening requirements, Section 1012, F.S.—provision for non-certified personnel. Staffing will be done in order to comply with applicable state and federal laws in all areas, such as ESE staffing or compliance for Florida’s Class Size Amendment. In addition, there are two other requirements to be considered for employment as teachers at the school.

- Possess a high moral character



- Adherence to the mission of Hillsdale College K-12 Education as well as the School’s mission and vision.

The Headmaster will lawfully select the “best fit” candidates for the school. The applicant will be required to undergo a background check and fingerprinting as required by the district prior to employment. When determined to be acceptable, a provisional offer of employment will be extended.

Instructional staff and paraprofessionals will adhere to the requirements of Florida Statutes and will be certified in the field in which they will be teaching. If a teacher is deemed out of field, they must follow the appropriate steps to appropriate certification within one year. Instructional staff from other states will have their teaching credentials evaluated by the Florida Department of Education to determine certification eligibility.

### **Professional Development**

SJCA will provide professional development for all teachers. The Headmaster will help assess and provide professional development to teachers specific to the needs of the school. Staff will be trained to support the instruction of classical materials within the Hillsdale K-12 Program Guide and the implementation and delivery of the Literacy Essentials program through mandatory professional development prior to the opening of the school. New and experienced teachers will be taught to expand upon their initial knowledge base in reading instruction in order to refine their instructional delivery and increase their effectiveness. Teachers will meet with administrators after benchmarks and testing assessment periods to analyze student progress and develop an action plan.

The School will comply with Florida Statute 1012.98 as appropriate. The School will implement plans to address teacher concerns regarding training, mental health, and other important issues. Walk-throughs, formal and informal assessments, peer evaluations for instructional personnel help identify areas of professional development for teachers. Teachers may also attend seminars, continuing education classes, or conferences. Teachers will keep all certifications current, meeting all directives from FLDOE, as well as federal laws or regulations such as the Every Student Succeeds Act (ESSA).

See Section 13 for the detailed and extensive professional development required and/or offered to all teachers through Hillsdale College.

### **General Expectations**

Teacher applicants at SJCA will be expected to possess a degree in a subject such as literature, history, mathematics, science, or an equivalent core subject that indicates a mastery of their discipline. They must have the ability to convey knowledge to young people. The School will make use of the Hillsdale K-12 Program Guide Sequence, leaving the teacher with significant autonomy but also significant responsibility to shape day-to-day lesson plans. The classes in each grade will share the same curriculum maps; there will be some variation from teacher to teacher, but not a wide divergence in pace or approach.

Prospective teachers are expected to have and maintain an intellectual life and be capable of discussing major topics within the scope of a liberal arts curriculum. We expect the work environment at the school to be collegial, with teachers frequently participating in extracurricular activities ranging from reading groups with fellow teachers to chaperoning clubs and social events for students. Individual professional development plans will be administered by the Headmaster in collaboration with the teachers.

## **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.**

It is the intent of the school to employ all teachers and staff at-will. All appointments are made on a limited one-year contract basis. SCJA will comply with all applicable Florida laws regarding employment of teachers, including Section 1002.33(16)(c), F.S.; Section 1012.335, F.S., and 1002.33(16)(b)4.-7., F.S.

Staff retention will be accomplished by providing competitive salaries and benefits comparable to those provided by surrounding school districts, as well as offering a challenging and rewarding collegial environment. Staff members will also be involved in the planning and operation of the school under the guidance of the Headmaster.

Procedures for discipline and dismissal of employees outlined in paragraph D below will be further developed and formalized in the Faculty Handbook to ensure that such actions are in accordance with principles of due process and in compliance with all applicable laws and regulations. We seek to offer our employees a salary and benefit package that is competitive with the average salary for equal positions within the District.

**Annual Contracts:** SJCA employment agreements will specify salary, position, title, and duties. All contracts will be annual.

**Salaries:** Wages and salaries will be competitive with other employers in the marketplace in a way that will be motivational, fair and equitable. The compensation schedule will be developed in accordance with the requirements of the Student Success Act as they apply to charter schools.

**Benefits:** Eligible employees will be able to participate in the School's benefit plan, when established.

**Recognized Holidays:** Regular full-time employees are eligible for holiday pay. Recognized holidays include those recognized by the School District or as established in the annual school calendar by the Governing Board of the School.

**Probationary Period:** All employees will be hired on probation for the first school year of their employment. The School may terminate employment at any time during this probationary period. After the first school year, progressive discipline policies will be followed for non-flagrant breaches of personnel policy and termination will result in more serious violations.

## **Staff Advancement and Retention:**

Just as our students will be highly motivated by the desire to continuously improve the quality of their work, our teachers will be inspired to remain at our school because they will be able grow professionally each year and because they will be part of a high-performing team. For our less experienced teachers, we will provide the mentoring, coaching, and support they need to become effective teachers. By providing for the development of new teachers within our school, we will ensure a growing pipeline of talent for our educational program. The school may choose to provide financial support and pay increases to teachers pursuing Special Education, ESOL, Reading Certifications, or other relevant training. Teachers whose performance is unsatisfactory over the course of the year will not maintain employment. Teachers who wish to be mentors to other teachers or serve as club leaders may volunteer to do so.

**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.**

Pursuant to Section 1012.34, Florida Statutes, the purpose of the evaluation systems is to increase student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state. In support of this purpose:

- A performance evaluation must be conducted for each instructional employee and school administrator at least once a year and twice a year for newly hired classroom teachers in their first year of teaching in the District.
- District evaluation systems must be based upon sound educational principles and contemporary research in effective educational practices and must support continuous improvement of effective instruction and student learning growth.
- Evaluation procedures for instructional personnel and school administrators shall be based on the performance of students assigned to their classrooms or schools, as appropriate. Student performance must be measured by the required state assessments as specified in Section 1008.22, Florida Statutes, and local assessments for subjects and grade levels not measured by the state.

SJCA regards faculty evaluations as part of a larger evaluation process by which all of its members seek to enhance the fulfillment of their professional responsibilities. This process begins prior to the teacher's appointment and continues each year thereafter, unless a first-year teacher whose evaluation will occur twice that year. While one of the goals of evaluation is to provide information useful for salary decisions, faculty development is another equally important objective. The faculty member's primary responsibility is classroom teaching, followed closely by continued intellectual and professional growth. Other important responsibilities include service to the school and the community. Results of the evaluations will be used to identify strengths and areas with room for improvement and to offer opportunities to elevate the

professionalism of each staff member, resulting in the ultimate goal of achieving the school's mission.

The Headmaster, in consultation with the Governing board, determines the annual evaluation process and the instruments to be used in evaluating each teacher. Such information is disseminated and explained during the opening faculty meeting each academic year.

After consulting with the school's Headmaster, once identified, a plan for evaluation will be selected. It is anticipated that the DOE approved Florida Consortium of Public Charter School's Teacher and Administrator evaluation system will be used. The Headmaster will implement the system to evaluate teachers and the Governing Board will evaluate the Headmaster.

**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 final compensation plan will be approved by the Governing board prior to the opening of the new school. A sample Salary Schedule previously used at the current campus is outlined in **Attachment BB**. Additionally, a sample compensation plan for employees is outlined here:

<https://docs.google.com/document/d/14sV5S3MWceQ93AJISfbH1pz336hR0iVN/edit?usp=sharing&ouid=106278846986007524552&rtpof=true&sd=true>

One attachment shows 100% capacity, and one shows actual projected capacity. The School will follow any salary schedule requirements that are outlined by Florida law or by FDOE.

For the purposes of budgeting for this application, the starting teacher salary is \$43,100. The new state requirement to raise base salaries to \$47,500 was not possible for the current school year at SJCA, but by the 2023-2024 school year, the School plans to meet or exceed the required base salary. The funding from the state for this requirement was provided on a "per student" basis. Our 9<sup>th</sup>-12<sup>th</sup> grade classes are not full, yet we still must offer all required high school courses. This created a fiscal challenge to quickly meet this requirement; however, the School is working diligently to improve this as quickly as possible. In addition to their salaries, employees will be offered insurance packages such as health, dental and other supplemental insurance policies. These will be determined based on cost and availability when the school begins operating.

Compensation coupled with working environment and job satisfaction are the keys to retention. One without the others generally leads to dissatisfaction and less than optimum performance and goal achievement. The founding board of SJCA understands this dynamic and will seek to make each of these areas a positive. Clearly, compensation is paramount for staff, enabling them to enjoy the other significant benefits of the calling, namely training the students in mind and character by emphasizing the principles of virtuous living, traditional learning, scholarship, and civic responsibility.

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

All hiring will be done in compliance with Florida Statutes Section 1000.05, Florida Statutes. As such, the school will not discriminate based upon race, gender, religion, sexual orientation, or against any protected class. The School will advertise for openings in a variety of ways and use resources provided by Hillsdale College to search nationwide for quality candidates. The selected applicant will be required to undergo a background check and fingerprinting with the district as required by 1002.33 (12)(g) and 1012.56, Florida Statutes prior employment.

Candidates will have appropriate licenses to carry out their duties. The School will require reference checks and background screenings for all faculty and staff.

For the hiring of teachers, the following process was created by the District’s and the School’s HR department and is currently used at the existing campus. Because this is an effective process, the new campus will use the same procedures:

**Step 1: Interview by SJCA Administration**

Candidate will be asked to provide documentation of the following if they do not already have a Statement of Eligibility or a Professional Certificate (this information will be sent to candidate prior to interview by HR):

- Complete application at FDOE (for temporary or professional certificate)
- Paid FDOE fees
- Official transcripts sent to FDOE
- If their degree is not in an acceptable field, completion of the appropriate Subject Area Exam
- If from out of county, Transfer Professional Development from complete (found on OneClay website)

If administration chooses to pursue the hiring process, they will notify SJCA Human Resources of the candidates name as well as the grade level and specific subject area they will teach (ex: rather than high school science, state Chemistry and Biology). Additionally, references will be checked for all places of employment listed on the applicant’s resume.

**Step 2: Intent to Hire**

1. SJCA Human Resources will add the candidate’s information to the CCDS “Screening” spreadsheet.
2. County staff will give the red/green light for hire
3. Candidate will be notified of any remaining documents/submissions that must be submitted to FDOE before the hiring process can begin.
4. SJCA Human Resources or administration will provide the candidate with step-by-step directions to complete any tasks.

### Step 3: Hiring Process

1. SJCA Human Resources will add the candidate's name to the CCDS "Issue Request" spreadsheet
2. Candidate will complete onboarding paperwork and any other required tasks.
3. If applicable, once the Statement of Eligibility is received, SJCA Human Resources will notify CCDS staff who will then request a Teaching Certificate from the State.

The following are grounds for dismissal:

\* Incompetence, insubordination, unprofessional conduct, harm to a student, misappropriation of funds or property, immorality, an inability or an unwillingness to abide by school policy, other just cause deemed to be detrimental to the Academy or the students, and breach of contract.

\* The entire campus has been designated a year-round drug free, smoke-free and alcohol-free environment. Accordingly, no employees are to smoke, use tobacco products, use intoxicants or be under the influence of intoxicants on campus.

\* A faculty member who decides to resign or terminate his or her contract is expected to give the Academy a 30-day notice of such action.

**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.**

**Attachment R-** Faculty and Staff 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.**

The school's mission is paramount. All participants in the school must be committed to its achievement. Any action or inaction by leadership or staff that detracts from the mission must be addressed promptly. In the event the Governing Board becomes aware of any evidence of unsatisfactory leadership, they will convene a conference with him/her to transparently review the issue and seek a solution. A timeline for remediation procedures, if appropriate, will be implemented with specific objectives. If a mutually agreeable plan cannot be reached, a plan for a leadership change will be implemented and parents and staff will be informed appropriately.

All instances of unsatisfactory teacher or staff performance will be dealt with by the Headmaster, additional administrators, and human resources personnel.

Significant turnover is clearly a sign of systemic pathology. If an ongoing issue results in more than normal attrition in any given year, the Governing Board will act to discern the problem. Interviews with leaders, teachers and staff will likely reveal the problem, but help may be sought from our partners at Hillsdale College if necessary. Additionally, the board conducts climate



surveys for all faculty and staff. This provides additional insight to the root of any problems on the campus and possible solutions.

### **Section 13: Professional Development**

#### **A. Describe the school’s professional development expectations and opportunities for administrators and instructional personnel, including the following:**

- 1. Identify the person or position responsible for overseeing professional development activities.**

The Headmaster and the Dean of Academics

- 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.**

Pursuant to Section 1012.98, F.S., the school will provide professional development for its teachers and leaders. [This link](#) provides the PD Schedule for 2021/2022 school year- SJCA Lake Asbury will have a similar PD schedule every Wednesday, which is an early release day. Hillsdale College recommends that the School dismiss at 1:00 p.m. each Wednesday to allow teachers time for intense professional development each week. The focus of PD will typically be literacy, math, content area growth, Socratic discussion, instructional methods, reading great works, and growing as classical educators. In addition to the PD schedule attached, Hilldale College provides ongoing support throughout the year. Teachers and leaders are provided with webinars, podcasts, Teacher and Leaders Support and Coaching Calls, as well as one-on-one coaching from experts at Hillsdale. Teachers and leaders also attend training over the summer for three days to one week of training each year.

The Headmaster and the Dean of Academics will consider the variety of needs amongst the teachers as the school advances in years. Veteran teachers need different areas of growth when compared to new teachers. While the plan outlined in the link above was appropriate for that school year and particular group of teachers, the school’s professional development plan will always be a live working document. At times, teachers may need a more individualized plan. For example, if a teacher is struggling with classroom management, the administrative team would provide specific resources for development in that area.

After considering classroom walkthroughs and classroom evaluations, administration will evaluate the individual needs of each teacher and recommend specific areas of professional development for teachers as needed. All new teachers (year 1-3) are paired with a mentor teacher. Their mentor teacher helps them with grading, classroom management, Socratic questioning, time management, and provides them with a schedule to observe master teachers during their planning period. They document specific things to look for when visiting the classroom and their forms are submitted to administration.

The schools' professional development plan will be evaluated by the success of its teachers (through state testing scores) as well as the results of yearly surveys.

The school will use Elevate (or their current PD system if changed) through Clay County School District to maintain all professional development points for recertification purposes. Teachers will document their professional development through follow up forms and sign-in sheets, which must be submitted to administration. In compliance with 6A-4.0163, F.A.C., and 6A-1.0503, F.A.C, administrators will provide teachers with documentation and resources to obtain their Reading Endorsement, subject area exams, and ESOL Endorsements as necessary. Depending on the school's use of Federal Grant funding, the training may happen at the county office. If not, teachers will be provided with alternate routes for these certifications and/or endorsements.

Currently, the school will not fund tuition reimbursement for certification purposes. Any courses in which the county allows participation will be free of cost for teachers and administrators.

The following link provides a sample PD plan as well as a sample of the support provided by Hillsdale College.

<https://drive.google.com/file/d/1CadBfluum2L4HUvIz0aUFkShtuluRhPb/view?usp=sharing>

- 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?**

In addition to the professional development discussed in Section 2 above, there is an abundance of school level professional development that takes during preplanning each school year and many of them are continued throughout the year.

The following PD is offered and taught by District Staff or District-contracted individuals. SJCA teachers are asked to attend any and all trainings that pertain to them.

- Youth Mental Health First Aid
- ESE Secretary Training (during preplanning and throughout the year)
- ESE Teacher Training (during preplanning and throughout the year)
- MTSS Training (during preplanning and throughout the year)
- 504 Training
- School Guidance Counselor Training
- Out-of-Field Training
- School Safety Training (during preplanning and throughout the year)- all areas of Section 19 (D) will be covered
- Positive Behavioral Interventions
- Synergy (technology) training (during preplanning and throughout the year)
- Data Entry/Records Secretary Training (during preplanning and throughout the year)
- School Guarding Training

A variety of trainings are offered by St. Johns Classical Academy staff and/or Hillsdale College Staff. Hillsdale staff are highly trained individuals who travel across the country to support teachers, leaders, and board members. Additionally, SJCA administration conducts procedural trainings during this time. The curriculum taught at SJCA is challenging in nature; therefore, it is possible that some teachers may struggle with some of the content. To ease this burden, Hillsdale's team of experts are not only skilled in their content, but they are also skilled at teaching teachers *how* to teach. After initial summer training, they provide additional support throughout the school year. (See Attachment). Literacy Essentials is also a challenging program to learn, as teachers must learn the rules of the English Language. The School provides and will continue to provide teachers with a full-time curriculum coach. This individual will not only provide summer and preplanning training, but he or she will coach teachers throughout the school year in the form of modeling, observations, and one-on-one support.

The following required PD is offered and taught by Hillsdale or SJCA staff:

- Procedural manual training, which outlines the day to day operations of the school, teacher expectations, duty schedules, car line, HR procedures and protocols, and all other aspects of the organization (conducted by admin)
- Hillsdale training- content area (for specific content areas), Literacy Essentials, Socratic Seminar, classroom management, Singapore Dimensions Math, Best practices in teaching
- Human Resources training, to include teacher mental health support through Applied Business Services, the School's PEO
- Student Services training- ESE, 504, MTSS, and ESOL
- Safety training (conducted by School Guardian)

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.**

As stated in #2, teachers are allotted time each Wednesday from 1:30-3:30 for PD. Also, they attend county trainings as needed. K-5 teachers have common planning. Additionally, the Dean of Academic provides instructional modeling and coaching throughout the year.

#### **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.**

As of now, the plan is as follows: We will implement a formal student recruitment strategy immediately after approval to ensure equal opportunity of admission and thorough dissemination of the school's purpose and availability. We hold frequent community nights which are advertised on social media and on the large billboard at the Fleming Island campus. The community nights allow our staff to provide a great amount of detail about classical education being accessible to *all* students and from *all* demographics. They discuss the accommodations made for students with disabilities and ELLs and how they can thrive in the direct instruction, classical education environment. SJCA plans to set up booths at local markets in the county and at the Clay County Fair in the spring. We plan to advertise in local newspapers as well as local organizations. We also plan to advertise on radio, television and social networks if necessary. SJCA has a website, and, once approved, we will be listed on the Clay County District website.

Also, informational meetings will be held at local libraries, churches, and community centers where the public can learn about us and how they can either get involved or register their child. There will also be an outreach to military families, especially through the NAS Jacksonville school liaison officer and the Commander of the Camp Blanding National Guard installation.

**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.**

Given that SJCA will be open to all students in Clay County who meet the State of Florida eligibility requirements for attending a public school, submit a timely application, and are selected through lottery. Racial and ethnic balance will likely mirror the surrounding community as it does for other district public schools. We believe families of all ethnicities appreciate the idea of educational choice for their children. By assuring all families are given equal opportunity through sufficient communication, we hope to achieve a balance representative of the community. In any case, the school will not discriminate among applicants on the basis of age, disability, gender, ethnic or national origin, religion, or academic standing. SJCA will recruit in all areas of Clay County seeking students who want a high-quality classical education.

Marketing materials can be printed in English and Spanish. Our staff will contact social service agencies in the area that serve those "harder to reach" families. If necessary, information brochures and applications that are printed in both languages can be distributed to these agencies to facilitate the school's desire to inform these groups about the new school. School personnel will solicit opportunities to meet with families served by these agencies for a "direct" opportunity to inform parents about the new school. We will embrace all students, regardless of their racial, cultural, ethnic or religious orientation. This message will be clearly communicated in all oral presentations and printed materials. We will attempt to achieve a representative balance of students equal to the diversity of those District public schools in the surrounding area. Additionally, we have several bilingual staff members who can communicate with parents in a variety of languages.

**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.**

The School will enroll any eligible student as set forth by 1002.33(10), F.S., who submits a timely application unless the number of applications exceeds the capacity of a program, class, grade level or building. Preferences will be given as outlined in section two (2) of this application.

Our initial enrollment period will be posted on the website and social media each operating year. We will request current students notify the school of continuing enrollment in January or February (subject to change) each year so the school can determine possible openings for new students. All applications for enrollment will be date/time stamped as they are received and filed by application date and grade level (based on cohort class).

## LOTTERY

When the school receives applications exceeding available openings in kindergarten after an enrollment period, a public lottery shall be held after preference is given to the following groups:

- Returning students
- Children of staff members and board members
- Siblings of returning students
- Siblings of new students who have been confirmed for that year

SJCA may limit these preferences to comply with federal requirements if SCJA seeks and is given a CSP grant. SCJA will have a continuous open enrollment school. Subsequent applications will be accepted and ordered based on waitlist status. As seats become available, they will be offered to applicants according to this established order until capacity has been reached.

## PARENT NOTIFICATION

Parents and/or guardians will be notified in writing that their child was chosen as a Candidate for Enrollment during the lottery by phone and email. Parents are notified of the timeline to accept or deny the offer to attend SJCA.

### **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.**

SJCA believes parents have the fundamental responsibility for their children's education. We are here to assist in that monumental endeavor. Typically, parents choose Public Charter Schools specifically because they either are or want to be more engaged in their child's education and learning environment. We, therefore, will emphasize our desire for that same involvement beginning in our initial recruitment process and continuing through the school year after classes begin. Parental involvement is a crucial component for the child's experience of support and congruence between home and school.

Parents are encouraged to meet their child's teacher/teachers and see their classroom during preplanning week each year. Also, within the first month of school, parents are invited on campus to attend Open House. This is another opportunity to meet teachers, staff, see classroom procedures, sign up for volunteering, etc. Parent-teacher conferences will be held two times per year (or as needed) to ensure clear direct communication about each child's progress and experience. Additional conferences may be held if requested by either party for any reason. The role of these meetings is to discuss the scholars current performance in the classrooms, strengths, weaknesses, and ultimately to involve parents in their child's education.

Parents will be actively encouraged to attend Governing Board meetings, extracurricular activities, sports, field trips, etc. Currently, the existing school uses PTBoard® for parent communication. All information regarding the school can be found in this portal as well as a detailed daily calendar of events. We also anticipate using the county's parent portal (Synergy).

Governing Board meetings are posted on the website and on the calendar in PT Board, which is accessible to all parents and scholars.

More traditional communication like the school's official website and The Lion Line newsletters will be used to disseminate information on a regular basis. SCJA's appointed parent representative, referred to as the Parent Liaison, assists relaying information about Governing Board meetings and acts as a liaison between the Board and parents. SJCA's Handbook, which is signed by all parents states the following:

### **Grievance Related to the Classroom**

SJCA firmly believes that adults must be models of good character even in the most difficult situations. Should a parent have a grievance concerning a particular class or the administration of the school, that grievance should be resolved using the following chain of command. Issues that arise in a particular classroom should always be addressed with the teacher first since the teacher always has more direct knowledge of the scholar than anyone else.

**The Teacher** – Parents should schedule a meeting by phone to address concerns. If a phone meeting does not resolve the issue, an in-person meeting can be scheduled. Except in emergency circumstances or situations involving imminent danger, parents shall not confront a teacher about an issue with scholars present, including his/her own. If the teacher and parent agree that it is in the best interest of a scholar to have a discussion in the presence of the scholar, they may do so. Note: Grievances or information involving an ongoing or imminent threat to a scholar's well-being should skip this stage and be immediately directed to the Headmaster.



**The Dean of Students** – If the grievance cannot be resolved with the teacher, the parent should discuss the matter with the Dean of Administration by sending an email and request for a phone conference. In some situations, an in-person conference may be necessary.

**The Headmaster** – If the grievance is not resolved by the Dean of Administration, the parents should email their concerns to the Headmaster.

**The Governing Board via the Parent Liaison**–If the grievance cannot be resolved after addressing his or her concerns with the teacher or the administrators, then a parent must submit their grievance in writing to the Parent Liaison of the Board. The Parent Liaison can be contacted at [parentliaison@stjca.org](mailto:parentliaison@stjca.org).

Grievances regarding an administrator should be directed to the individual first, then in writing to the Board.

SJCA understands that parents will have questions, opinions, and comments that need to be expressed concerning their children’s education. Such communication can be very helpful to the running of SJCA. Our preference is that such communication be expressed initially to the teacher or teachers of the child. If further communication is warranted, the parent should consult the appropriate administrator. If further communication is warranted after seeing the Headmaster, then the parent should go to the Board’s Parent Liaison. The Governing Board members are not the first point of contact and, therefore, will refer communications that seek response or action to the appropriate members of the administration. The reason for this procedure is that the teacher invariably has the most direct knowledge of the child and can usually do more to remedy or ameliorate a situation than can the Headmaster or board member. We understand that some parents are “conflict averse” and do not want to bring up a potentially difficult issue with a teacher. Nonetheless, the teachers are eager to help each child in whatever way possible.

SJCA also involves parents through the Lions Council. The Lions Council is a stewardship organization intended to engage parents in support of the Headmaster, the faculty, and the administration in carrying out the mission of the School. Its objectives include:

Educating parents and the community about the School and the differences between it and ordinary public school.

Encouraging family and friends of St. Johns Classical Academy to show their support through volunteering and donations.

The Lions Council encourages all parents and employees of the school to join. Part of their mission states, “We care about creating the best possible educational experience for our scholars. We are neighbors and peers who share many of the same experiences. We are working with our families and community in order to create a stronger connection to SJCA, our virtues, our mission, and our vision. Research shows that building parent and community involvement in education helps to create a great school.” One important aspect of the Lions Council is the parent volunteer committee. Parents are welcomed on campus to assist teachers and staff with a

*variety of tasks, such as making copies, helping in the cafeteria, reading with students, filing paperwork, chaperoning field trips, etc.*

*Parent surveys play a large role in the constant improvement of SJCA. Surveys are sent out twice a year, and the SJCA Board and Administrators spend a great deal of time studying the results. Parents are informed that the surveys allow parents to remain anonymous, helping them feel free to share any feedback without providing their identity. The School has continuously used this form of input to improve various aspects of the campus.*

**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.**

In addition to our partnership with Hillsdale College, SJCA intends to continue to partner with select businesses and organizations that would like to support our mission. As our reputation for educational excellence becomes known in the District, we expect to have additional sponsors interested in participating with us. (See Section 15, A for information on the Lions Council.)

Each year the School hosts an Annual Winter Dinner. This is a chance for the School to invite all stakeholders in the community to learn more about the School and its mission, as well as the mission of Hillsdale College. This is also an opportunity for members of the community to fiscally donate to the mission of the school. Over the previous two years, the School has received a large amount of donations that exceeded expectations. The Sponsorships ranged from \$350-\$10,000 and more than 30 organizations/individuals committed to sponsor the school, many of which donated at a high level of funding.

Parents and stakeholders purchased more than \$13,000 towards pieces of art to decorate the hallways of the school.

Land's End, the school's uniform supplier, donates 5% of all proceeds to the school.

Bryan's Ace Hardware owners have donated more than \$10,000 to the school, and they intend to donate annually.

Stryker Custom Designs, the schools PE and Spirit Day attire supplier, donates 10% of all proceeds to the school.

Many parents have signed up to be financial donors for students who are unable to afford field trips or extracurricular activities.

Clay County Board of County Commissioners a vehicle donated to be used by the school's facility manager.

Summit, the school's construction company, has continually donated back to the school both fiscally (more than \$15,000) as well as materially.

A variety of local restaurants, such as Chic-Fil-A, have partnered with the School to donate a percentage of their proceeds back to the School.

Parents have donated thousands of dollars in classroom and school supplies: A fully funded stage for the cafeteria and drama club performances, bookshelves for classrooms, classical literature books, LCD Projectors, large TVs, classroom supplies, paper for printing at the school, snacks and drinks for state and local testing, MacBook computers, a fully funded Gaga Ball Pit for the PE department, etc.

The University of Florida has continually donated supplies such as teachers' desks, student desks, lockers for the hallways and locker rooms, computer monitors, etc.

Two local real estate businesses donate fiscally to the school with each piece of real estate sold.

The Lions Council has received funding for a variety of equipment for the Fine Arts and athletic departments. This year, approximately \$5,000 was donated to the Fine Arts Booster Club and approximately \$2,000 was donated to the athletics department. Additionally, the Lions Council has held a variety of events on and off campus to fiscally support the school's mission and support learning.

Parents have become vetted volunteers at the school through the Lions Council Support Committee.

**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** for the number of students currently on the waitlist at the Fleming Island campus. The three documents show the waitlist for the 21/22 school year as well as the 22/23 and 23/24 school year.

### **III. BUSINESS PLAN**

#### **Section 16: Facilities**

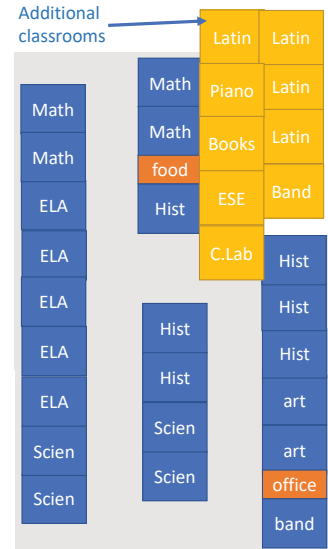
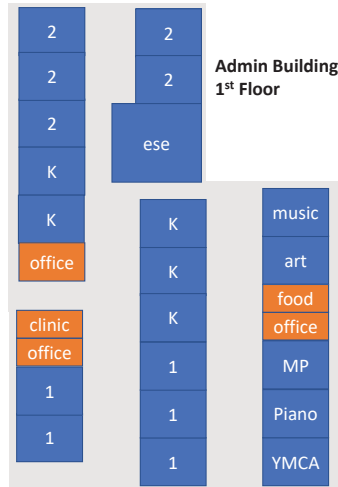
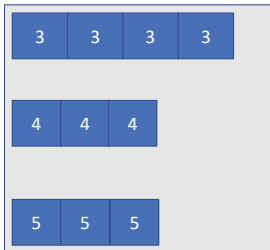
**If the site is acquired:**

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

While the site has not been acquired, the proposed land will be approximately 14 acres in Lake Asbury area of Clay County. The mock schedule below is used to determine the number of classrooms needed. The following images depict the size, location, and general layout of the classrooms:

**St. Johns Classical Academy  
Lake Asbury Campus  
K-12  
Total Enrollment –**

\*\*\*Ignore the layout,  
as the point of this is  
only to show the  
number of classrooms  
**61 classrooms + ESE**



**Mock Schedule 2023-2024  
(based on full enrollment)**

- Kindergarten - 5 sections = 90
- 1<sup>st</sup> - 5 sections = 90
- 2<sup>nd</sup> - 5 sections = 90
- 3<sup>rd</sup> - 4 sections = 72
- 4<sup>th</sup> - 3 section = 66
- 5<sup>th</sup> - 3 section = 66
- 6<sup>th</sup> - 3 section = 66
- 7<sup>th</sup> - 3 section = 66
- 8<sup>th</sup> - 3 section = 66
- 9<sup>th</sup> - 3 section = 75
- 10<sup>th</sup> - 3 section = 75
- 11<sup>th</sup> - 3 section = 75
- 12<sup>th</sup> - 3 section = 75
- Total enrollment = 972

The number of needed classrooms is based on full enrollment at the Lake Asbury campus for K-12. Seven additional classrooms would be needed at that campus. Number of teachers/aides was not included in this proposal because we do not have an idea of how long it will take us to get to full enrollment.

	7:00-7:55 Announcements, uniform check and prayer PERIOD 1 7:55-8:45	PERIOD 2 8:45-9:35	PERIOD 3 9:35-10:25	PERIOD 4 10:25-11:15	Launch- 11:15-11:45 PERIOD 5 11:45-12:35	PERIOD 6 12:45-1:35	PERIOD 7 1:35-2:25
<b>English</b>							
1	6th ELA	6th ELA	6th ELA	Planning	7th ELA	7th ELA	7th ELA
2	8th ELA	8th ELA	Planning	8th ELA	9th ELA	9th ELA	9th ELA
3	10th ELA	10th ELA	10th ELA	Planning	11th ELA	11th ELA	11th ELA
4	9th Logic	9th Logic	9th Logic	7/8th Writ	7/8th Writ	Planning	Planning
5	12th ELA	12th ELA	12th ELA	Planning	ELA Elect	Int. Reading	Int. Reading
<b>Math</b>							
1	6th Math	6th Math	6th Math	7th Math	7th Math	Planning	7th Math
2	Pre-Alg	Alg II Hon	Planning	Alg II Hon	Alg II Hon	Pre-Calc Hon	Pre-Calc Hon
3	Pre-Calc Hon	Alg I Hon	Planning	Alg I Hon	Alg I Hon	Int. Math	Int. Math
4	AP Calc	AP Calc	Planning	AP Calc	Hillsdale/TBI	Hillsdale/TBI	Hillsdale/TBI
<b>Science</b>							
1	8th Science	8th Science	8th Science	11th Physics	Planning	11th Physics	11th Physics
2	6th Science	6th Science	6th Science	7th Science	7th Science	7th Science	Planning
3	10th Chem	10th Chem	10th Chem	9th Bio	9th Bio	Planning	9th Bio
4	12th Astron	12th Astron	12th Astron	Sci Elect	Sci Elect	Planning	Sci Elect
<b>History</b>							
1	7th History	7th History	7th History	6th History	Planning	6th History	6th History
2	8th History	8th History	11th History	11th History	Planning	11th History	8th History
3	9th History	9th History	9th History	Planning	10th History	10th History	10th History
4	12th Hist	12th Hist	12th Hist	Planning	10th Eco/Ph	10th Eco/Ph	10th Eco/Ph
5	11th M.Phil	11th M.Phil	11th M.Phil	Planning	12th AmerGov	12th AmerGov	12th AmerGov
<b>Latin/Greek</b>							
1	Latin I	Latin I	Planning	Latin I	Latin II	Latin II	Latin II
2	Latin II	Planning	Latin III	Latin III	Latin III	Latin III	Latin IV
3	Latin IV	Latin IV	Latin IV	Planning	Latin V	Latin V	Latin V
4	AP Latin	AP Latin	Greek 1	Planning	Greek 1	Greek 2	Greek 3
<b>Electives</b>							
1	Planning	Band I	Band I	Band I	Band II	Band II	Band II
2	Band III	Band III	Band III	Band IV	Band IV	Planning	Band V
3	Piano	Piano	Chorus	Chorus	Chorus	Music Elect	Planning
4	Art I	Art I	Art I	Planning	Art II	Art II	Art II
5	Art III	Art III	Art III	Planning	Art IV	Art V	Art Elect
6	6th PE	6th PE	6th PE	7th/8th PE	7th/8th PE	7th/8th PE	Planning

# Offices for New Campus

Headmaster	Dean 1	Dean 2	Academic Advisor	Literacy Coach (large enough for training)	MTSS
School Psychology/County Office (small office)	School Secretary	Receptionist	Enrollment	HR	Bookkeeper/finances
Facilities Room (Room for desks, Christmas décor, tiles, equipment, event supplies, tables, all school supplies, etc.)	Facilities Office	Records Room (next to enrollment)	Conf. Room (next to Headmaster)	Athletic Director (in gym)	SRO space

## Additional Rooms/Spaces/Etc.

Clinic (with quarantine space)	Additional storage space	Add library/book storage space	Larger cafeteria and kitchen	Lions Council working space
Teacher workroom space.	Additional bathrooms for staff and scholars- cleaning supply space beside all bathrooms with water access and drains in floor (not too small)	Playground- K-2 and 3-5, separate from PE field- bathrooms and water fountains close by	Water fountain by PE field (use round ones with several spouts)	Irrigation on fields
Electricity of fields	Electronic billboard signage	Covered walkways	Track/field	



## New Campus Needs

- Visitor entrance to school goes straight into building (correct layout of school)
- School fenced in on day one
- All band, music, chorus rooms appropriately set up and soundproof (in ceilings and walls) AND in appropriate location- preferably by cafeteria for easy transfer of equipment for concerts
- Additional parking (parking space for driving students OUTSIDE the daily locked down campus)
- Car line looping around the campus or area for a large loop to keep cars off the road
- Appropriate science classrooms (set up for Chem, Phys, etc.)
- Larger playground space, preferably separated from PE
- Sound system and stage (2)- cafeteria and gym
- Bell/all call system
- More electrical outlets and appropriately equipped classrooms
- Full size cubbies for K-5
- Lockers (spaced out)
- **New classrooms- approximately 25x24 feet (same size as addition at SJCA)**
- Security system (remember to have cameras in stairways)

**B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations, and policies and is ready for the school's opening.**

The School will partner with a builder, preferably with experience in building charter schools, that is certified to stay in compliance with all the needs of opening a school, safety laws and regulations, etc.

**C. Describe how the facility aligns with the proposed educational program and other requirements such as mandated class sizes.**

As shown in Section 16(A), the plans are mirrored off the current campus, which has met all 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.**

The School will use a bond to purchase the land, building, and furniture, and all other anticipated costs to start the school. This has been accounted for in the budget, which has interested and principal payments. See Attachment U. Attachment V is N/A.

**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?**

Because the site has not been acquired, this question is not applicable.

**If the site is not yet acquired:**

**F. Explain the school's facility needs, including desired location, size, and layout of space.**

See Section A

**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.**

See Attachment U. These projections were based on the approximate cost of current school's purchased land, building, building fees, furniture, and fixtures. The estimates were also derived from the first campus, which will be similar in size and cost. The first campus was approximately 18 million. This includes the bond issue, interests, and fees.



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

A cost estimate to develop the locations into ‘like-new’ condition with all building code requirements being met was obtained by a commercial contractor

**I. Describe the back-up facilities plan.**

If by May, the School has determined that it will be unable to open the facilities in August, it will have a backup option for an acceptable facility or will take a planning year. With that being said, the School will begin planning for this campus during the 2021-2022 school year, allowing sufficient time for the successful opening of a campus in August of 2023. We are confident that with the allocated time, the facilities will be ready for operation for the 2023-2024 school year.

**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.**

Chapter 1002 part 33 states that “Transportation of charter school students shall be provided by the charter school consistent with the requirements of subpart I.E. of chapter 1006 and s. 1012.45. The governing body of the charter school may provide transportation through an agreement or contract with the district school board, a private provider, or parents. The charter school and the sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter.” The School will propose this area be between two to four miles of the school campus.

Financial constraints will prohibit St Johns Classical Academy from providing a general comprehensive transportation plan other than coordinating a carpool cooperative and contracting with a private provider in the event a specific student or students would be prevented equal access for want of transportation. The extent that transportation support may be required can’t be known in advance of enrollment. Informal discussion with “Clay Transit” reveals that they are willing and able to contract with us for those services should they be needed.

The School will ensure that transportation that may be required in a student’s IEP will be provided through coordination with the District, as set forth in the model charter contract.

**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.**

\_\_\_\_\_ The school will, as is required by Section 595.405(1), Florida Statutes, consider the recommendations of the superintendent, and adopt policies to provide and appropriate food and nutrition program that is consistent with federal law and department rules, whether it be through the National School Lunch Program or an alternative appropriate food and nutrition program. All students will have the opportunity to receive a free, reduced-price, or paid meal from the school. The school will provide all students eligible for free and reduced-price lunch with the meals they are entitled to, consistent with federal law and department rules.

### **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.**

The school will hire a safe-school officer or participate in the Coach Aaron Feis Guardian Program. The school will ensure that security is provided at all times when children are present on campus. The school will establish plans for when safe-school officers have planned vacation time or are out sick. These plans may include having a safe school officer provided by a qualified private company, having multiple guardians within the school community, and having plans with law enforcement agencies for off-duty officers to fill in when regularly assigned security personnel are not present.

**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.**

The School will use much the same Active Assailant Response Plan (AARP) as St. Johns Classical Academy Fleming Island, which is overseen and approved by the Sponsor. This plan will account for the specific layout of the new campus. SJCA will develop and approve the AARP to be compliant with the then applicable Florida law. The Headmaster will work with a safety specialist from the Sponsor to manage a school security risk review of the campus using the current Florida Safe Schools Assessment Tool (FSSAT). SCJA personnel will be trained on specific responsibilities in time for the start of school, and training will continue throughout the school year. Staff roles will be assigned, including those serving on a crisis team. The AARP will spell out how students and school personnel should act in the event of an active shooter situation. Some items which would be addressed in where to shelter while in a classroom, in other parts of the campus, everyone on campus wearing appropriate identification badges, and would include instruction on moving away from windows, locking doors, etc. The policy will include monthly drills, monitoring of the drills, and reporting to the governing board of how drills are evaluated and how training is being conducted.

SCJA's Principal will attest and report that all school personnel have received the required training as set forth in the plan. The plan will be updated based on new or ongoing FSSAT processes. The updates will be incorporated, as needed, in monthly active assailant drills. Other safety drills will be created as needed.

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

The School will have an active threat assessment team (“TAT”) established and trained by the start of the 2023/2024 school year. Experts in law enforcement, counseling, as well as instructors and school administrators will be on this team, meeting as often as required by threats on campus, but at least monthly. The primary purpose of this team is to address students whose behavior may threaten the safety of the school. This includes a student’s threat of violence to others as well as to themselves and what assistance is needed.

The TAT will use threat assessment instruments as set forth in Florida Statutes and Administrative Rules, currently set forth in Section 1001.212(12) F.S. Upon making findings of fact or conclusions as set forth in the relevant assessments, the TAT will make recommendations to the SCJA administration. The TAT will ensure reports are filed with all required agencies and authorities.

**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.**

The school will work with the Sponsor to accurately report incidents in a timely manner. The Sponsor will provide the School with the appropriate avenues of reporting on a yearly basis. (See Section 13,3 for training schedule)

SJCA complies with the Zero Tolerance Policy as well as SB 7026. The District and School use the Comprehensive School Threat Assessment Guidelines (CSTAG) process for SB7026 compliance, which helps determine if a student who exhibits a pattern of continuous violent or disruptive behavior should be assigned to an alternative educational program or a referral to mental health services, as well as the involvement of the local police department. “Substantive threat” means a threat where the intent to harm is either present or unclear, and requires protective action, as further defined in the CSTAG, Form CSTAG-2021. “Transient threat” means a threat where there is not a sustained intent to harm and the situation can be quickly resolved with apology, retraction, or explanation by the person who made the threat, as defined in the CSTAG, Form CSTAG- 2021.

This document can be located here:

<https://www.fldoe.org/core/fileparse.php/19958/urlt/8-3.pdf>

Threat Assessments and Threat Assessment Team

Clay County District Schools has identified the need to have active threat assessment teams at each school in partnership with the Clay County District Schools Office of Culture and Climate. SJCA has a Safety Team that consist of approximately ten members, including the District’s Safety Specialist. The threat assessment team shall include the persons with expertise in counseling, instruction, school administration, and law enforcement, as provided in Section 1006.07(7)(a), F.S. Behavioral health is important to a safe and conducive learning environment while ensuring students facing or are in crisis receive services needed. The purpose of a threat assessment team is to establish an understanding of a threat (transient or substantial) and focus on behaviors that pose a threat to school safety, while also serving as a preventative measure to

identify needs and provide support to students. Each school-based threat assessment team must use the Comprehensive School Threat Assessment Guidelines/Threat Assessment and Response Protocol from CSTAG 2021 to assess the behavior of persons who may pose a threat to school staff or students and to coordinate intervention and services for such persons. All threat assessment team members must be trained on the CSTAG model.

This process of identifying types of threats, how to mitigate threats and how to identify services needed are accomplished in what is known as a care assessment. It is the policy of the Clay County District Schools to be consistent with rule 6A-1.0018 on how threat assessment teams are created at each Clay County District School.

The School utilizes the “Florida Safe Schools Assessment Tool” or “FSSAT,” the site security risk assessment tool used by school officials at each school district and public-school site in the state, including charter schools, to conduct security assessments, as provided in Section 1006.1493, F.S.

The School utilizes “FortifyFL,” the mobile suspicious activity reporting tool that allows students and members of the community to report information anonymously concerning unsafe, potentially harmful, dangerous, violent, or criminal activities, or threats of such activities to law enforcement or school officials as described in Section 943.082, F.S.

The school complies with “SESIR”, School Environmental Safety Incident Reporting, as identified in Rule 6A-1.0017, F.A.C.

In addition to the above mentioned policies, the School uses the Districts School Safety Requirements and Monitoring, which can be found at:

<http://agenda.oneclay.net/content/files/917-ccds-policy-safety-measures.pdf>

The school will comply with all aspects of SB 7026 “The Marjory Stoneman Douglas High School Public Safety Act” (comprehensively addressing gun violence on school campuses with FDLE and the FLDOE coordination). See overview from the FLDOE site:

<https://www.fldoe.org/core/fileparse.php/12031/urlt/SB-7026-Public-Safety.pdf>

The school will comply with all District and State guidelines as it relates to the safety, for example:

- Following directives of Office of Safe Schools created under Section 1001.212, F.S. (serving as central repository for best practices, School Safety Specialist Training program, etc.)
- Requirement of safe-school officers or guardian to be at every school within the district (with appropriate background checks, drug screenings, etc.) under Section 1006.12, F.S.
- SSAP (School Safety Awareness Program) created under Section 943.082, F.S. (including mobile suspicious reporting tool—FortifyFL)

- FSSAT (Florida Safe Schools Assessment Tool)—risk assessment software tool to help school officials identify threats, vulnerabilities, and safety controls under Section 1006.1493, F.S.
- Continuing education and training for youth mental health and awareness under Section 1012.584, F.S.
- Protocols for early detection and intervention of mental illness issues with students who could pose a threat
- Compliance with Alyssa’s law
- School-wide internet policies (i.e., blocking of material harmful to minors, etc.). The District-monitored Chromebooks will be the only devices used by students on campus. Clay County School District installs a program on all Chromebooks purchased by the School. This allows the School to use the Chromebooks for state-testing and also allows the District to monitor them for material that could be harmful to minors.
- School-wide connection with law enforcement and first responders
- Security measures in place for the school day (i.e. single point of entry, locked doors, etc.)
- Check-in procedures for school visitors
- Have an emergency internal communication system. The District is currently implementing Safer Watch and discontinuing Rave Panic Button. All staff will be trained by the District on this app as well as any future safety apps prior to use. Measures will be in place for those needing special assistance during an emergency.

## **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 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.**

### **See Attachment X**

The attachment will provide a projection for 100% capacity and actual projections based on the waitlist. If needed, please note **Attachment BB** for salary information.

Public Charter School Program Grant (CSP): Because the competitive nature of this grant creates uncertainty as to availability, this potential source of revenue will be omitted from these budgets until the CSP is approved. If grant funds are received, the primary focus will be classroom technology, equipment, furnishings and supplies, as well as staff development activities.

Supplemental Federal Funds (IDEA, Title I, etc.): Even though the school, by law, receives these funds, they are supplemental to the academic program, each with a specific focus and cannot be used to supplant other expenses of the school. Therefore, these forthcoming budgets demonstrate that the school will be adequately funded without these funds.

- 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**

Because this is a replica, the current campus staff will oversee the startup of the new campus. There will not be a need for facilities during this time. Therefore, there will be minimal costs during this time period.

- 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.**

N/A

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

**STARTUP: Initial Financial Startup Budget**

**3000- Revenue**

The only monies that St. Johns Classical Academy Lake Asbury will come from the Fleming Island Campus in the amount up to \$150,000.00 in the form of a loan.

**7300. School Administration expenses**

The school will use one Administrator prior to the school opening who will serve in an administrative role for an estimated cost of \$49,050.00, including benefits and payroll taxes for the first six months prior to operation. This employee will assist in developing an itemized calendar of events to ensure school is completed, furnished, staffed and complete for opening and will also receive training under the current Fleming Island Campus Headmaster.



## **7900. Operations**

Also, a computer, printer and other associated expenses for the new position are included on estimated of \$2,500.00.

Additionally, a \$25,505.00 startup expenses such as advertising are budgeted along with consultant fees (legal, accountant, payroll fees, technology advisor, etc.) required for the school opening.

Overall, the estimated total expenses needed for the first six months before the Lake Asbury campus opens is approximately \$77,055.00. The remaining funds from the loan will be reserved as a cash balance for the new campus.

At the same time, St. Johns Classical Academy will obtain a loan for the land, building, fixtures, furniture, etc. which will be included in the building contractor's contract. More detail will be given below in the Operating Budget.

Repayment of interest only of this loan will not incur until the FEFP is allocated to the new campus, estimated for July 2024. Principal and interest payments will start one year later, approximately July 2025, as agreed to in the terms of the loan agreement.

## **OPERATING BUDGET YEAR 1**

### **3000- REVENUES:**

#### **3200- Federal Resources**

All revenues on federal grants are average amounts based on 2021-22 school year given to SJCA's current campus with approximately the same amount of FTE.

Title II 3290- This is approximately \$18,000.00 based on 2021-22 school year given to SJCA's current campus with about the same amount of FTE. This in the form of reimbursement and the Dean of Academics or a qualified Curriculum Coach on-site will train the staff which will offset with 7300- Administrative Salaries.

Title IV 3291- Approximately \$6,000.00 based on 2021-22 school year was given to SJCA's current campus with about same amount of FTE projection. This will be as a reimbursement to support our enrichment classes (art, music, or foreign language and/or technology).

IDEA – The allocation of \$20,277.50 is based on the flat amount that is given for the ESE department and will be reimbursed 5200- IDEA.

Safety Grant – \$10,000 The allocation was based on the lowest amount that SJCA was allocated with an increase of 10% more in each following year. It will be used to increase, add, or fix any safety approved areas on SJCA 7300 Safe school.

## State Resources

State Resources are calculated based on the second calculation chart from the 2021-22 school year provided by the FDOE's calculation excel spreadsheet an additional \$50.00 per scholar was added in the FEFP per school year only, to account for increase. This was taken from historical data from the years 2017 to 2024. There was increase from 1% to 4.9% in the FEFP funding. SJCA is being conservative with projections and underestimating the final amount.

Teacher Lead 3399 – Position is calculated based on the number of teachers that was given in the year 2021-22 per teacher. This is also a 5100 Basic instruction on the 590 expenses side for supplies. Everything on the revenue side that is allocated for the teacher lead position will also be distributed and deducted on the expenses side as indicated in Florida Statutes 1012.71. All teachers that are eligible will receive their portion and any remaining monies will be returned to the District.

Capital Outlay – It is not included on the first year to be conservative, even though in the Florida statutes 1013.62 section C, indicates eligibility. This is based on funding given to the current campus with a similar FTE for the second year and forward. This will be on the expenditures side of the budget in different categories to offset on Basic instruction, School Administrative facilities, furniture, fixtures, etc. payments.

½ Cent.- The estimation was based on the current numbers we have been allocated on the Fleming Island campus with similar FTE numbers. This funding will also be offset in the same way as Capital Outlay.

## FIRST YEAR OF OPERATIONS

The startup process is in the follow order and hiring, scheduling, and all other needed process will be at the same time the construction is done.

- Stage 1 Budgeting and Financing
- Stage 2 Site concept and Qualification
- Stage 3 Property Acquisition
- Stage 3 Due Diligence
- Stage 4 Entitlements
- Stage 5 Design & Engineering
- Stage 6 Permits and Approval
- Stage 7,8,9 Construction
- Stage 10 Finalizing details, Furniture and CO

**The contractor will be pay with the loan. This will be paid as the draw request are made after the loan is finalized.**

- Land acquisition and land deposits and legal. Zoning approval
- Designs and entitlements
- General construction on the 3 different payments
- Finalizing details, Furniture and CO

As stated before, the final loan draw will include outfitting each classroom, restrooms, office, and buildings/fields/parking lots with all fixtures, furniture, etc.

SJCA will not start paying this loan interest until July 2024, and the year after SJCA will start paying the loan principal and interest.

The line-item budget 720 Interest expense will show the payments of the interests and the Principal payments of the loan will show on the balance sheet. The estimate of the loan will be 18.9 million dollars in which includes the following.

The interest amount yearly approximately \$778,599.96 and the principal payment will be approximately \$159,599.96 yearly after year one of operation. That will include the following:

Land

Buildings

Fields

Playground

Teachers and Students desk in all classrooms

Installed Whiteboards and corkboards

All other classroom fixtures.

Classroom technologies

Outfitted classrooms with shelves, electrical, and attached wall furniture.

### **Local Funds**

Other income. – Planners and Tuesday folders sales, Vendors givebacks to SJCA are calculated based on the enrollment. At approximately \$32.00 per scholar at 792 estimated enrollment.

### **EXPENSES**

#### **Salaries**

Salaries projected are based on enrollment, if enrollment drops also positions will be not included, during the month of final budget planning enrollment at 792 will be locked and contracts also.

Based on projected enrollment of 792 we will have the following salaries projections:

One Headmaster and two Deans at average of \$70,000.00 for 3 of them totaling \$210,000.00

Teachers at average of \$46,000.00 for 52 teachers totaling \$2,392,000.00

Students' services of 6 employees which includes all MTSS, and ESE instruction and support staff for a total amount of \$315,000.00 projected.

Support and Management staff which includes food services, custodial, secretaries, Human Resources, Finances, enrollment, Clinic staff and One Guardian a total 12 staff members with a total amount of \$393,000.00

Substitutes a estimated \$50,000.00 on a average of 3,500 hours needed for PTO or sick leave, based on data from current campus.

#### **Employee benefits**

An estimated amount of \$488,023.00 based on the total amount of faculty and staff projected salaries.

## **Purchased Services**

All purchased services are projected on the current campus expenses with an increase of at least 10% per year.

All other expenses and vendors will go through the board with 3 bids before been selected with staff recommendations. As follows:

IT services for \$13,000.00

Audit fees \$8,000.00

Payroll fee \$40,000.00

Professional services \$40,000.00

Property Insurances \$50,504.19

Travel for Professional Development \$32,500.00

Repairs and Maintenance \$50,000.00

Equipment rental \$16,382.48

Safe Schools services \$15,000.00

Software subscriptions \$11,374.88

Data and Phone Services \$29,078.04

Water \$15,000.00

Unforeseen purchases services \$40,000.00

Marketing \$3,000.00

Energy services \$50,700.00

Materials, supplies and Textbooks \$196,222.25 this will include Teacher lead that will be given to all teachers.

These estimates are based on data trends from the current campus.

## **Other Expenses**

### **Interest expense, Dues and fees, Issuers bond fees**

This is our payment interest, fees and dues that will incur to issuing the loan. The estimated loan will be 18.9 million dollars, which includes the following:

The yearly interest amount is approximately \$778,599.96 and the principal payment will be approximately \$159,599.96 yearly after year one of operation. That will show in the Balance sheet as a liability. That will include the following:

Land

Buildings

Fields

Playground

Teachers and Students desk in all classrooms

Installed Whiteboards and corkboards

All other classroom fixtures.

Classroom technologies

Outfitted classrooms with shelves, electrical, and attached wall furniture.

### **District Administrative fee**

This is 5% for the first 250 scholars on our FTE allocation

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**E. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant considers the minimum percentage at which they could operate the educational plan presented.**

See **Attachment EE**, which shows 75% lower revenue projections. Also, included is a salary plan for 75% revenue reduction.

At the point a revenue shortfall is identified, the board and administration will immediately begin planning the appropriate response and action. A significant enrollment deficit will, of course, require a budget amendment.

First, an employee headcount would be reduced, professional development expenses would be put on hold, used rather than new textbooks would be purchased, and after-school activities would be removed.

A critical factor in preparing the budget amendment is the interrelationships between line items. For example, adding (or deleting) one student impacts supplies, textbooks, possibly contracted ESE services, etc; adding (or deleting) a section of students also impacts teachers, substitutes,

etc; administrative costs would be affected only by large enrollment changes. Appropriate budgetary changes would incur to align with current enrollment.

Time is a critical factor in effectively coping with revenue shortfalls. Prompt, effective action can limit both the duration and depth of budget cuts necessitated. Further, the negative effect on employee morale and community perception of the charter school is minimized.

Finally, the nature and cause of the enrollment change and the charter school's response, will be evaluated by the Headmaster and the Governing Board. This will allow the charter school to possibly avoid future revenue losses or improve enrollment. In addition to this, the current campus has money reserved and a line of credit for a situation such as this; therefore, that funding would also be used as an emergency backup plan.

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

See **Attachment X and EE**, which shows the cash flow balance for each year, including when revenue projections are not met. Hiring, supplies, and furnishing will depend on the enrollment projections, which will be analyzed two months prior to opening. If the enrollment does not meet the projections, the expenditures will be adjusted as well.

**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 CC**

## **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 school's finances are overseen by the Headmaster and Governing Board and managed day-to-day by the Director of Finance and a third party Certified Public Accounting Firm familiar with school finances, Grennan and Fender. The following link provides their credentials and contract with SJCA.

<https://drive.google.com/file/d/13nekV9cMFOh2qNtuII1G3gT8Xd4LhoS/view?usp=sharing>

Grennan and Fender was chosen because of strong recommendations and credentials, and because they are user-friendly. Checks and balances are in place for the existing campus and will extend to the new campus.



The Director of Finance monitors payments and finances on a daily basis. They are sent for approval on a weekly basis to the CPA. This must also be approved by the Headmaster and Board Treasurer.

Monthly RedBook reports are sent to the district to show the distribution and use of the revenues. RedBook ensures compliance with Rule 6A-1.0081, F.A.C- Use and integration of the Florida DOE publication, “Financial and Program Cost Accounting and Reporting for Florida Schools.” Each month, the Finance Director, Headmaster, and Board Treasurer hold a finance review meeting with Grennan and Fender, which is then reported at the monthly Board of Directors meeting. This ensures a strong communication process regarding the financial status of the school. The conference calls also allow for discussion on financial reporting requirements. All accounts payable are reviewed and approved by the Headmaster, Director of Finance, and Board Treasurer.

SJCA is audited each year by an independent auditor. The District conducts a yearly audit, and the state conducts an audit every other year.

SJCA uses the following for external and internal controls for operational effectiveness and fiduciary compliance:

- WASP for internal inventory control
- Quickbooks for interneal and external bookkeeping and financial statements
- Bill.com for bill pay, vendor control, checks and balances which has four layers of approval
- DAC for EMMA reports
- Grennan and Fender as an independent CPA
- King and Walker as an independent finance auditor

Quickbooks was chosen because of its user-friendly platform, and it allows the school to comply with the finance reports required by the District and the Board of Directors. Bill.com was chosen because it syncs with Quickbooks, making tracking each expense a seamless process.

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

Detailed financial statements will be prepared on a monthly basis for analysis by the Governing Board. These financial statements will be reviewed by the board at monthly meetings and will be submitted to the Sponsoring District for monitoring/review as needed.

The monthly financial statements will be in compliance with Rule 6A-1.0081, F.A.C and include the following:

- Balance Sheet
- Revenue and Expense Report
- Year-to-date comparison of budgeted vs. actual revenues and expenditures
- Notes to Accompany Financials, to include:

- Actual enrollment at the time the statement is submitted
- Projected enrollment for the current school year
- Notes to the monthly financial statement to include other material information

Supplemental information, including but not limited to, bank reconciliations, bank registers, detailed general ledgers, relevant correspondence from the sponsor, grantor agencies, etc., will be provided to the Board as applicable.

During the first year of operations, beginning with the September financial statements, the board will receive a projection of both cash and budget performance monthly, including projected cash deficits and proposed budget amendments. After the first year, this projection will be provided to the board as needed or as requested by the board.

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

The School will adhere to the audit selection requirements per Florida Statutes and the Auditor General Requirements, and ensure that the Audit Report checklist (§ 11.45(3)(a), Florida Statutes) accompanies the audit in a timely manner in compliance with the charter agreement. The auditing firm shall be selected by request for proposal (RFP) with proposals only accepted from qualified firms, and significant credit given to firms for prior experience with charter schools.

The School will use the annual audit to understand the School’s level of compliance with all applicable state and federal laws, as well as best practices under applicable accounting principles. The Governing Board will review and approve the annual audit and will abide by required improvements or processes recommended by the auditors.

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

In order to provide financial information that is comparable to that reported for other public schools, the School will maintain all financial records in an accounting system that is in accordance with the accounts and codes prescribed in the most recent issue of the publication titled, “Financial and Program Cost Accounting and Reporting for Florida Schools” (Redbook), pursuant to § 1002.33(9)(i)1 of the Charter School Law. Thus, the School’s accounting will be consistent with accounting conducted for Florida school districts and will contain a uniform chart of accounts for budgeting and financial reporting. The uniform chart of accounts addresses topics that include governmental accounting standards, program cost accounting, and reporting.

The Director of Finances at St. Johns Classical Academy will maintain the accounting records of the School. This allows for transactions to be recorded accurately and appropriately, including properly identifying purchases of property. Property records are maintained in accordance with state requirements. Source documents supporting transactions are preserved, facilitating the audit process. General ledgers and books of original entry are kept so as to allow financial statements in accordance with generally accepted accounting principles and in compliance with Redbook.

The documents comprising the accounting records will be kept in accordance with the General Records Schedule for Local Government Agencies GS1-L, as authorized by 119 and 257, FS.

**E. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report**

There are three overlapping layers of financial transparency required of charter schools:

First, the exempt organizations are required by the Internal Revenue Code to make its Form 1023 (Application for Recognition of Exemption Under Section 501 (c) 3) and its annual Form 990 (Return of Organization Exempt from Income Tax) available for public inspection and copying.

Additionally, charter schools are bound by Florida's Government in the Sunshine Law, provisions of which include the public notice of and the opportunity for public participation in board meetings; as well as the Public Records Act, which ensures public access to records and documents.

Finally, 1002.33 (9)(p), Florida Statutes, requires charter schools to provide access, through its website, to the annual budget and independent audit.

St. Johns Classical Academy will comply with all of these.

**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.**

As of now, St. Johns Classical Academy Lake Asbury plans to contract with Applied Business Solutions to provide back-office payroll services and Grennan and Fender for accounting services. They provide comprehensive services, including, by general category, accounts payable, general ledger maintenance, financial statement preparation, cash management, budgeting, and grant reporting.

St. Johns Classical Academy plans to engage an independent auditor as it has every year for the current campus. The school has not yet identified the auditor, as the selection will be made in compliance with Florida Statutes and Auditor General guidelines.

**G. Describe how the school will store financial records.**

Student and financial records will be kept in accordance with the General Records Schedules GS1-SL and GS7, as authorized by 119 and 257, FS. "Record" includes any pertinent information, regardless of the media stored upon. Therefore, written record, audio recordings, video recordings, disks, etc, are all considered records. Financial records will be kept in electronic and paper formats. Permanent documents, such as deeds, mortgages, etc, will be kept in secure, locked, fire-proof cabinets.

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

The School will, at its own expense, provide evidence of insurance consistent with the Sponsor's requirements for insurance and in accordance with the time frame for providing that insurance as stated in the charter. The School will only acquire insurance from an insurer (carrier) that is authorized by the Department of Insurance of the State of Florida, or an eligible surplus line insurer under Florida Statutes. The insurer will have an AM Best rating of "A-" or better and financial size category of "IV" or better according to the latest edition of Best's key rating guide published by AM Best Company.

Insurance coverage will be extended to the second campus and will maintain coverage consistent with the Sponsor's requirements for insurance and expected to be as follows (may change based on the Sponsor's yearly requirements):

1. Health- The school will provide health and other group insurance to employees in amounts competitive with other employers.
2. Worker's Compensation Insurance- Part 1 as required in Florida Statute and Part II which currently are the following:: \$500,000 each accident; \$500,000 Disease - each employee; and \$500,000 disease – policy limit.
3. Commercial General Liability Insurance- One million per occurrence/ three million annual aggregate. The coverage for property damage may be subject to a maximum deductible of \$1,000 per occurrence.
4. Property Coverage- Property coverage insurance will be carried on all real and tangible property with a value greater than \$500.
5. School Leaders Errors and Omissions Insurance- One million dollars per claim/annual aggregate, maximum \$25,000 deductible.

Additionally, as needed, the school will establish the following coverage:

1. Fidelity Bonds- The School will carry fidelity bonds (limits as per charter agreement) on all employees whose duties include receiving or disbursing cash.
2. Automobile Liability Insurance- One million per occurrence/3 million annual aggregate including all owned, hired, and non-owned automobiles.
3. Builder's Risk Insurance - Insurance equal to the actual replacement cost for construction work.

**Section 22: Start-Up Plan**

**A. Present a projected timetable for the school’s start-up, including but not limited to the following key activities:**

**i. Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit)**

Florida Articles of Incorporation approved 24 May 2016. Federal 501(c)(3) applied for July 1, 2016

**ii. Identifying and securing facility**

Purchase land and finalize construction plans by June of 2022.

**iii. Recruiting and hiring staff (leaders, teachers, and other staff)**

Recruiting and hiring of staff, teachers, and additional leaders will take place during the 2022-2023 school year

**iv. Staff training**

Summer of 2023 through Hillsdale College, ongoing zoom trainings, one-on-one training as requested, yearly site visit trainings, and pre-planning training.

**v. Finalizing curriculum and other instructional materials**

All curriculum and instructional materials are already selected and will be ordered prior to the school opening- all will mirror the Fleming Island campus, updated to include any changes prior to the first year of operation.

**vi. Governing Board training**

Current SJCA Board members have completed the training. Any new board members will complete the training after being onboarded.

**vii. Policy adoption by Board (if necessary)**

N/A

**viii. Recruiting students**

Informal student recruitment has begun already through meetings and word of mouth. Formal recruiting will begin immediately after approval of the charter.

**ix. Enrollment lottery, if necessary**

January of 2023- this date may fluctuate as needed

**x. Establishing financial procedures**

Financial procedures will mirror that of the Fleming Island campus, which have been outlined in the attachments section of this application.

**xi. Securing contracted services**

Immediately following the approval of the charter

**xii. Fundraising, if applicable**

Immediately following the approval of the charter

**xiii. Finalizing transportation and food service plans**

Immediately following the approval of the charter

**xiv. Procuring furniture, fixtures and equipment**

Immediately following the approval of the charter and in compliance with CSP timeline (if the grant is awarded)

**xv. Procuring instructional materials**

Immediately following the approval of the charter and in compliance with CSP timeline (if the grant is awarded)

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



## Chart of Attachments

- A. Evidence of teacher and parental support for conversion, if applicable [Pg 115](#)
- B. Sample daily school schedule and annual school calendar [Pg 116](#)
- C. Sample curriculum scope and sequence [Pg 124](#)
- D. Reading curriculum [Pg 137](#)
- E. Pupil Progression plan, if applicable [Pg 171](#)
- F. Assessment Schedule (Includes B.E.S.T. and IXL information) [Pg 183](#)
- G. Proposed discipline policy or student code of conduct, if applicable [Pg 231](#)
- H. Articles of incorporation [Pg 232](#)
- I. 501(c)(3) tax-exempt status determination letter (or copy of the filing form) [Pg 237](#)
- J. Governing board by-laws [Pg 243](#)
- K. Governing board code of ethics and conflict of interest policy [Pg 254](#)
- L. For each board member, a Board Member Information Sheet, resume, and Statement of Assurances (templates provided) [Pg 270](#)
- M. Organization charts that show the school governance, management, and staffing structure in 1) the pre-operational year; 2) the first year of operation; 3) at the end of the charter term; and 4) when the school reaches full capacity, if in a year beyond the first charter term [Pg 301](#)
- N. Job description for the school leader and, if this person is already identified, his or her resume [Pg 303](#)
- O. If the school leader is not yet identified, the qualifications the school will look for in a school leader - Not Applicable
- P. Job description(s) and qualification requirements for each administrative or leadership position other than the school leader [Pg 310](#)
- Q. Job description(s) and qualification requirements for the school's teachers [Pg 315](#)
- R. Personnel policies, if developed [Pg 318](#)
- S. Student enrollment application [Pg 373](#)
- 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 [Pg 374](#)
- U. Evidence of facility funding sources, if applicable [Pg 376](#)
- V. Draft rental agreement or lease for facility, if applicable [Pg 384](#)
- W. Florida Charter School Revenue Estimating Worksheet [Pg 385](#)
- X. Proposed Operating Budget [Pg 400](#)
- Y. Proposed Startup Budget [Pg 408](#)
- Z. Evidence of external funding (e.g. foundations, donors, grants), if applicable [Pg 414](#)
- AA. Commissioner of Education Letter [Pg 415](#)
- BB. Employee Salary Schedule [Pg 416](#)
- CC. Monthly Cash Flow [Pg 423](#)
- DD. Applicant History Worksheets [Pg 429](#)
- EE. 75% Lower Revenue Projections [Pg 430](#)

# Attachment A –

Evidence of teacher and  
parental support for  
conversion, if applicable.

Not Applicable

### Kindergarten Schedule

Minutes

8:00-9:30	Literacy	90
9:30-9:55	Math	25
9:55-10:12	Recess	17
10:12-10:52	Resource	40
10:52-11:35	Math	43
11:35-12:08	Lunch	33
12:08-12:30	Science	22
12:30-1:00	Studium/Literacy	30
1:00-1:25	Recess/PE	25
1:25-1:50	Science	25
1:50-2:10	Math	30
2:10-3:00	Literacy/History	50



**Lunch**  
 O'Neill- 11:35-12:00  
 McClymont- 11:37- 12:02  
 Romer - 11:39-12:04  
 Bintz- 11:41-12:06  
 Mickle- 11:43-12:08

### Wednesday Kindergarten Schedule


Minutes

8:00-9:30	Literacy	90
9:30-9:59	Resource	29
9:59-10:30	Literacy/History	31
10:30-10:50	Science	20
10:50-11:10	Recess	20
11:10-11:43	Lunch	33
11:43-12:23	Math	40
12:23-12:53	Studium/Literacy	30
12:53-1:00	Literacy/History	7

**Lunch**  
 O'Neill- 11:10-11:35  
 McClymont- 11:12-11:37  
 Romer - 11:14-11:39  
 Bintz- 11:16-11:41  
 Mickle- 11:18-11:43

### First Grade Schedule

Minutes

8:00-9:30	Literacy	90
9:30-9:50	Math	20
9:50-10:15	Science	25
10:15-10:40	Recess	25
10:40-10:50	Science	10
10:50-12:06	Math	76
12:06-12:46	Resource	40
12:46-12:57	History/Literacy	11
12:57-1:30	Lunch	33
1:30-1:45	Recess	15
1:45-2:15	Studium/Literacy	30
2:15-3:00	History/Literacy	45
 <p><b>Lunch</b>                      Heaton- 12:57-1:22                      Stuart- 12:59-1:24                      Hines- 1:01- 1:26                      Burris- 1:03- 1:28                      Butler- 1:05- 1:30</p>		

### Wednesday First Grade Schedule

Minutes

8:00-9:30	Literacy	90
9:30-9:50	Recess	20
9:50-10:00	Math	10
10:00-10:40	Science	40
10:40-11:10	Resource	30
11:10-11:40	Studium/Literacy	30
11:40-12:13	Lunch	33
12:13-3:00	Math	47
<p><b>Lunch</b>                      Heaton- 11:40-12:05                      Stuart- 11:42-12:07                      Hines- 11:44-12:09                      Burris- 11:46-12:11                      Butler- 11:48-12:13</p>		

## Second Grade Schedule

Minutes

8:00-9:30	Literacy	90
9:30-9:50	Recess	20
9:50-10:31	Math	41
10:31-11:14	Science	43
11:14-11:54	Resource	40
11:54-12:27	Math	33
12:27-1:00	Lunch	33
1:00-1:10	Literacy/History	10
1:10-1:40	Stodium/Literacy	30
1:40-2:00	Literacy/History	20
2:00-2:30	Math	20
2:30-2:53	Recess	23
2:53-3:00	History/Literacy	7



### Lunch

Luke- 12:27-12:52  
 Melson- 12:29-12:54  
 Loeser- 12:31-12:56  
 Rabino- 12:33-12:58  
 McCue- 12:35-1:00

## Wednesday Second Grade Schedule

Minutes

8:00-9:30	Literacy	90
9:30-10:08	Math	37
10:08-10:37	Resource	29
10:37-11:12	Literacy/History	35
11:12-11:30	Science	18
11:30-11:50	Recess	20
11:50-12:23	Lunch	33
12:23-12:53	Stodium/Literacy	30
12:53-1:00	History/Literacy	7

### Lunch

Luke- 11:50-12:15  
 Melson- 11:52-12:17  
 Loeser- 11:54-12:19  
 Rabino- 11:56-12:21  
 McCue- 11:58-12:23

### Third Grade Schedule

Minutes

8:00-9:30	Literacy	90
9:30-10:10	Resource	40
10:10-11:10	Math	60
11:10-11:30	Recess	20
11:30-11:55	Math	25
11:55-12:25	Studium/Literacy	30
12:25-12:48	Science	23
12:48-1:19	Lunch	31
1:19-1:50	Science	31
1:50-2:10	Recess	20
2:10-3:00	Literacy/History	50

#### Lunch

Weaver - 12:48-1:13

Bett - 12:50-1:15

Exum - 12:52-1:17

Ingoldsby - 12:54- 1:19



### Wednesday Third Grade Schedule

Minutes

8:00-8:20	Literacy/History	20
8:20-8:47	Math	27
8:47-9:15	Resource	28
9:15-10:45	Literacy	90
10:45-11:10	Studium/Literacy	25
11:10-11:45	Math	35
11:45-12:12	Recess	27
12:12-12:43	Lunch	31
12:43-12:53	Science	10
12:53-3:00	Literacy/History	7

#### Lunch

Weaver - 11:21-11:46

Bett - 11:23-11:48

Exum - 11:25-11:50

Glynn - 11:27-11:52



### Fourth Grade Schedule

Minutes

8:00-9:30	Literacy	90
9:30-10:25	Math	55
10:25-11:00	Recess	35
11:00-11:35	Math	35
11:35-11:45	Science	10
11:45-12:40	Literacy/History	55
12:40-1:09	Lunch	29
1:11-1:51	Resource	40
1:51-2:23	Science	32
2:23-2:53	Stadium/Literacy	30
2:53-3:00	Math	7



#### Lunch

Croft- 12:40-1:05  
 Hancock- 12:42-1:07  
 Wirkus- 12:44-1:09

### Wednesday Fourth Grade Schedule

Minutes

8:00-9:30	Literacy	90
9:30-9:40	Math	10
9:40-10:05	Recess	25
10:05-10:38	Stadium/Literacy	33
10:38-11:07	Lunch	29
11:07-11:40	Math	32
11:40-12:15	Resource	35
12:15-12:53	Science	38
12:53-1:00	Literacy/History	7

#### Lunch

Croft- 10:38-11:03  
 Hancock- 10:40-11:05  
 Wirkus- 10:42-11:07

### Fifth Grade Schedule

Minutes

8:00-9:30	Literacy	90
9:30-10:10	Math	40
10:10-10:39	Science	29
10:39-11:08	Lunch	29
11:08-11:15	Literacy/History	7
11:15-11:45	Studium	30
11:45-12:15	Math	30
12:15-1:15	Science	60
1:15-1:28	Math	28
1:28-2:03	Recess	35
2:03-2:53	Resource	50
2:53-3:00	Literacy/History	7



#### Lunch

Cox- 10:39-11:04  
 Scherer- 10:41-11:06  
 Willoughby- 10:43- 11:08

### Wednesday Fifth Grade Schedule

Minutes

8:00-9:30	Literacy	90
9:30-10:00	Studium	30
10:00-10:32	Math	32
10:32-11:01	Lunch	29
11:01-11:33	Science	32
11:33-11:53	Literacy/History	20
11:53-12:18	Recess	25
12:18-12:48	Resource	30
12:48-1:00	Literacy/History	12

#### Lunch

Cox- 10:32-10:57  
 Scherer- 10:34-10:59  
 Willoughby- 10:36-11:01

7:30-7:32 Pledge, motto, uniform check, moment of silence	<b>PERIOD 1</b> 7:30-8:22	<b>PERIOD 2</b> 8:26-9:16	<b>PERIOD 3</b> 9:20-10:10	<b>PERIOD 4</b> 10:14-11:04	<b>PERIOD 5</b> 11:08-12:27	<b>PERIOD 6</b> 12:31-1:21	<b>PERIOD 7</b> 1:25-2:15	<b>7th Period</b> <b>STUDIUM</b> 2:15-2:28
<b>WEDNESDAY</b>	7:30-8:05	8:09-8:44	8:48- 9:23	9:27- 10:02	10:05-11:09	11:13-11:48	11:52- 12:27	
<b>English</b>								<b>Lunch</b>
<b>Glod</b>	7th ELA	7th ELA	8th ELA	<b>Planning</b>	8th ELA	8th ELA	7th ELA	<b>B</b>
<b>Cosme</b>	11th ELA	11th ELA	<b>Planning</b>	9th ELA	9th ELA	10th ELA	10th ELA	<b>A</b>
<b>Casteel</b>	9th Logic	9th Logic	12th ELA	7/8th Writ	7/8th Writ	7/8th Writ	<b>Planning</b>	<b>B</b>
<b>Kiep</b>	x	x	x	6th ELA	6th ELA	<b>Planning</b>	6th ELA	<b>B</b>
<b>Math</b>								
<b>Kiep</b>	6th Math	6th Math	6th Math	x	x	<b>Planning</b>	x	<b>B</b>
<b>Pelky</b>	Int Math	AP Calc	<b>Planning</b>	Alg II	Alg II	Pre-Calc	Pre-Calc	<b>A</b>
<b>Cribbs</b>	Geometry	Alg I	Alg I	<b>Planning</b>	Alg I	Geometry	Geometry	<b>A</b>
<b>Flannagan</b>	7th Math	7th Math	<b>Planning</b>	Alg I	Pre-Alg	7th Math	P.E.	<b>A</b>
<b>Science</b>								
<b>Boulding</b>	Astronomy	8th Science	8th Science	Physics	<b>Planning</b>	Physics	8th Science	<b>X</b>
<b>Coleman</b>	10th Chem	10th Chem	9th Biology	10th Chem I	9th Biology	<b>Planning</b>	9th Biology	<b>A</b>
<b>Turner</b>	7th Science	6th Science	6th Science	7th Science	7th Science	<b>Planning</b>	6th Science	<b>B</b>
<b>History</b>								
<b>Deperalta</b>	7th History	7th History	7th History	6th History	<b>Planning</b>	6th History	6th History	<b>X</b>
<b>Burgess</b>	8th History	8th History	11th History	11th History	<b>Planning</b>	8th History	8th History	<b>X</b>
<b>Shoaf</b>	10th History	9th History	9th History	<b>Planning</b>	10th History	9th History	10th History	<b>A</b>
<b>Horne</b>	10-12Eco/Phi	10-12Eco/Phi	10-12Eco/Phi	<b>Planning</b>	Amer Gov	Amer Gov	10-12Eco/Phi	<b>A</b>
<b>Latin</b>								
<b>Pierce</b>	Latin IV	Latin III	<b>Planning</b>	AP Latin	Latin IV	Latin III	Latin III	<b>A</b>
<b>Dinsbeer</b>	Latin II	<b>Planning</b>	Latin II	Latin II	Latin II	Latin I	Latin I	<b>A</b>
<b>Gillam</b>	Latin I	Latin I	Latin I	<b>Planning</b>	Latin I	Latin I	Latin I	<b>A</b>
<b>Electives</b>								
<b>Tippins</b>	<b>Planning</b>	Band I	Band I	Band I	Band 2-4	Band 2-4	Band 2-4	<b>A</b>
<b>Ross</b>	Art 1-2	Art 1-2	Art 1-2	Pottery	Art 1-2	<b>Planning</b>	Pottery	<b>A</b>
<b>Smith</b>	Piano/Chor	Piano/Chor	3rd Piano	Art/Mus	Art/Mus	Art/Mus	<b>Planning</b>	<b>B</b>
<b>Lasher</b>	6th PE	6th PE	6th PE	7th/8th PE	7th/8th PE	7th/8th PE	<b>Planning</b>	<b>B</b>

Mon-Fri	Wednesday
<b>Lunch A</b> 11:08-11:33	<b>Lunch A</b> 10:06-10:31
<b>Class 11:37-12:27</b>	<b>Class 10:34-11:09</b>
<b>Class 11:08-11:58</b>	<b>Class 10:06-10:41</b>
<b>Lunch B</b> 12:02-12:27	<b>Lunch B</b> 10:44-11:09

# St. Johns Classical Academy 2021-2022 School Calendar

*Learn the True, Do the Good, Love the Beautiful*

## Regular School Start/End Times

K-5<sup>th</sup> Monday, Tuesday, Thursday, Friday 8:00-3:00

Wednesday 8:00-1:00

6<sup>th</sup>-12<sup>th</sup> Monday, Tuesday, Thursday, Friday 7:30-2:30

Wednesday 7:30-12:30

## Early Dismissal Days

K-5<sup>th</sup> 8:00-11:15

6-12<sup>th</sup> 7:30-10:45

Monday, August 2, 2021	First Day, Teacher
Thursday, August 5, 2021	Inservice Day
Tuesday, August 10, 2021	First Day, Students
Monday, September 6, 2021	Labor Day, Student/Teacher Holiday
Friday, October 15, 2021	End 1 <sup>st</sup> Quarter
Monday, October 18, 2021	Planning Day/Student Holiday
Friday, October 22, 2021	Report Cards Available in Synergy
Thursday, November 11, 2021	Veterans' Day, Student/Teacher Holiday
Monday, November 22 - Friday, November 26, 2021	Thanksgiving, Student/Teacher Holidays
Wednesday, December 15 - Friday, December 17, 2021	Early Dismissal Days
Friday, December 17, 2021	End of 2 <sup>nd</sup> Quarter
Monday, December 20, 2021 - January 2, 2022	Christmas/NY, Student/Teacher Holidays
Monday, January 3, 2022	Planning Day/Student Holiday
Tuesday, January 4, 2022	Students Return to School
Friday, January 7, 2022	Report Cards Available in Synergy
Monday, January 17, 2022	MLK Day, Student Teacher Holiday
Monday, February 21, 2022	Presidents' Day, Student/Teacher Holiday
Friday, March 11, 2022	End 3 <sup>rd</sup> Quarter
Monday, March 14 - March 18, 2022	Spring Break, Student/Teacher Holidays
Monday, March 21, 2022	Planning Day, Student Holiday
Tuesday, March 22, 2022	Students Return to School
Friday, March 25, 2022	Report Cards Available in Synergy
Friday, April 8, 2022	Fair Day, Student/Teacher Holiday
Friday, April 15, 2022	Good Friday, Student/Teacher Holiday
Friday, May 20, 2022	Graduation
Wednesday, May 25 - Friday, May 27, 2022	Early Dismissal Days
Friday, May 27, 2022	Students Last Day, End of 4 <sup>th</sup> Quarter
Monday, May 30, 2022	Last Day, Teachers, Memorial Day
Friday, June 3, 2022	Report Cards Available in Synergy

## *Mission*

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

**Approved: 7/13/2021**

## Kindergarten Curriculum Map

	August-September	October	November	December	January	February	March	April	May
<b>Math (Essential Mathematics)</b>	Units 1-5 (K-A)	Units 6-9 (K-A)	Units 10-13 (K-A)	Units 14-16 (K-A)	Units 17-19 (K-B)	Units 20-23 (K-B)	Units 24-26 (K-B)	Units 27-29 (K-B)	Units 30-32 (K-B)
<b>Literature</b>  (include approx. 5 poems per month)	Three Billy Goats  Goldilocks  Three Little Pigs	The Wolf and the Kids  Aesop's Fables	Red Riding Hood  Legend of Jumping Mouse  King Midas	Velveteen Rabbit  Legend of Jumping Mouse	Tortoise and the Hare  How many spots?  A Tug of War	Snow White  Cinderella  Casey Jones	Momotaro  Bremen Town Musicians  Chicken Little	Little Red Hen  Ugly Duckling  Johnny Appleseed	Winnie-the-Pooh
<b>Literacy (Riggs*)</b>	Weeks 1-6, Kindergarten Scope and Sequence	Weeks 7-11, Kindergarten Scope and Sequence	Weeks 12-15, Kindergarten Scope and Sequence	Weeks 16-18, Kindergarten Scope and Sequence	3 words per day; Phonograms ck, wh, ai, oo, oa, ea, oe, ie  Begin Primary Phonics Readers	3 words per day; Phonograms oy, oi, ey, dge, ng, ch, wor, ear, aw, au	3 words per day; Phonograms ew, eu, ur, ir, ei, ed, ui, eigh	3 words per day; Phonograms igh, kn, gn, wr, ph, tch, ti, si, ci	3 words per day; Phonograms ough
<b>Science</b>	Plants & Trees  George Washington Carver	Seasons	Magnetism	Animals & Their Needs  Jane Goodall	Human Body: 5 Senses	Human Body: Taking Care of Your Body	Taking Care of the Earth	Weather  Wilson Bentley  The Wright Brothers	Planting & Farming
<b>History &amp; Geography</b>	Basic Geography and Maps  Seven Continents	Native Americans Past and Present	Columbus  Pilgrims	George Washington	July 4  Thomas Jefferson	Abraham Lincoln	American Flag  White House	Theodore Roosevelt  Statue of Liberty	Mount Rushmore  Current President
<b>Art</b>	Color	Color	Line	Line	Sculpture	Bruegel  Cassatt	Homer	Rivera	Tanner
<b>Music</b>	Basic Elements  2 songs	Basic Elements  2 songs	Instruments  2 songs	Instruments  2 songs	Peer Gynt  2 songs	March of the Toys  2 songs	March of the Siamese  2 songs	Carnival of the Animals  2 songs	Review elements  2 songs

## First Grade Curriculum Map

	August-September	October	November	December	January	February	March	April	May
<b>Math (Primary Mathematics)</b>	Lessons 1-3 (1A)	Lessons 4-5 (1A)	Lessons 6-7 (1A)	Lessons 8-9 (1A)	Lessons 1-2 (1B)	Lessons 3-4 (1B)	Lessons 5-6 (1B)	Lessons 7-8 (1B)	Lesson 9 (1B)
<b>Literature</b>  (include approx. 2 poems per month)	Frog Prince  Hansel and Gretel  Thumbelina (& variations)	Cinderella (& variations)  Jack and the Beanstalk  Pied Piper	Pinocchio	Princess and the Pea  Rapunzel  Peter Rabbit	Aesop's Fables  Puss-in-Boots  Br'er Rabbit	Rumpelstiltskin  Sleeping Beauty  The Boy at the Dike	House at Pooh Corner	Why the Owl Has Big Eyes  Lon Po Po/Little Red Riding Hood	Medio Pollito  How Anansi Got Stories  It Could Always Be Worse
<b>Literacy (Riggs*)</b>  3 McCall-Harby per week & daily reading practice	Review Spelling List 4	Spelling Lists 4 & 5  Begin McCall Harby	Spelling Lists 5 & 6  Complete Primary Phonics Readers	Spelling List 7  Begin Levelled Readers	Spelling List 8 & 9	Spelling List 10 & 11	Spelling List 12 & 13	Spelling List 14	Review  Complete McCall Harby
<b>Science</b>	Habitats & Food Chains  Oceans  Jacques Cousteau  Environmental Change	Classification of Animals	Human Body  Louis Pasteur	Human Body  Edward Jenner	Astronomy	Matter	Electricity  Thomas Edison	The Earth	The Earth
<b>History &amp; Geography</b>	Basic Geography and Maps  Modern Mexico	Mesopotamia	Ancient Egypt  Judaism	Islam  Christianity	First Americans  Maya, Aztec, Inca Shape	Early Exploration and Settlement	Thirteen Colonies  American Revolution Portrait	American Revolution  American symbols Still Life	Exploration of American West
<b>Art</b>		Art from long ago	Color	Line		Texture			
<b>Music</b>	Basic Elements  2 songs	Basic Notation  2 songs	Composers  Mozart  2 songs	Orchestra  Prokofiev  2 songs	Opera  2 songs	Instrumental Music  2 songs	Ballet  2 songs	Jazz  2 songs	Review notation, elements  2 songs



## Second Grade Curriculum Map

	August-September	October	November	December	January	February	March	April	May
<b>Math (Primary Mathematics)</b>	Lessons 1-2 (2A)	Lessons 3-4 (2A)	Lesson 5 (2A)	Lesson 6 (2A)	Lesson 1 (2B)	Lessons 2-3 (2B)	Lessons 4-5 (2B)	Lessons 6-7 (2B)	Lessons 8-9 (2B)
<b>Literature</b>  (include approx. 2 poems per month)	Charlotte's Web	Magic Paintbrush  Fisherman and His Wife  Beauty and the Beast	Greek Mythology	Tongue-Cut Sparrow  Christmas Carol  How the Camel Got His Hump	Peter Pan	Iktomi Stories  Tall Tales  Talk	Sign of the Beaver	Emperor's New Clothes  Blind Men & the Elephant	El Pajaro Cu  Tiger, Brahman, & Jackal
<b>Literacy (Riggs*)</b>  2-3 Mcall Crabbs per week & levelled readers daily	Review from Level II Manual & Spelling List 15	Spelling Lists 16 & 17	Spelling Lists 17 & 18	Spelling List 18	Spelling Lists 19 & 20  Begin cursive (or at beginning of 3 <sup>rd</sup> grade)	Spelling Lists 20 & 21	Spelling Lists 21 & 22	Spelling Lists 22 & 23	Review
<b>Science</b>	Seasons and Water Cycle  Life Cycles	Insects	Insects  Jean-Henri Fabre	Magnetism	Simple Machines  Elijah McCoy	Cells and Microscopes  Daniel Hale Williams  Anton van Leeuwenhoek	Cells & Microscopes  Taking Care of Your Body  Florence Nightingale Civil War	Digestive and Excretory Systems	Plants
<b>History &amp; Geography</b>	Basic Geography and Maps  Ancient India	Ancient China	Ancient Greece	Modern Japan	Constitution  War of 1812	Westward Expansion  United States Geography	Immigration and Citizenship	Geography of Central & South America	
<b>Art</b>	Lines	Architecture	Architecture	Sculpture	Landscapes	Landscapes	Abstract Art	Abstract Art	
<b>Music</b>	Basic Notation  2 songs	Basic Elements  2 songs	String Instruments  Carnival of the Animals  2 songs	Vivaldi  2 songs	Percussion Instruments  Toccat for Percussion  2 songs	Keyboard Instruments  Sonata K. 331  2 songs	Beethoven  Spring Song  2 songs	Bach  2 songs	Review notation, elements

## Third Grade Curriculum Map

	<b>August-September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>
<b>Math (Primary Mathematics)</b>	Lessons 1-2 (3A)	Lesson 3 (3A)	Lesson 4 (3A)	Lesson 5 (3A)	Lesson 1 (3B)	Lessons 2-3 (3B)	Lessons 4-5 (3B)	Lessons 6-7 (3B)	Lessons 8-9 (3B)
<b>Literature</b>  (include approx. 2 poems per month)	Arabian Nights  Black Beauty	Black Beauty  Greek and Roman Mythology	Norse Mythology  Princess & the Goblin	Princess & the Goblin  Farmer Boy	The Hunting of the Great Bear  Farmer Boy	Farmer Boy	The Husband Who Was to Mind the House  The People Who Could Fly	Three Words of Wisdom  William Tell  The Little Match Girl	Jungle Book         Punctuation & Review
<b>Grammar (Well Ordered Language)</b>	Parts of Speech  Kinds of Sentences	Principal Elements  Helping Verbs  Adverbs	Adjectives  Direct Objects	Pronouns as: -Subject -Interrogative -Object	Pronoun Review  Subject-Verb Agreement	Prepositional Phrases  Inverted Prepositional Phrases	Simple Conjunctions, Compound Subjects, and Compound Verbs	Compound Verbs  Compound Direct Objects	Punctuation & Review
<b>Literacy (Riggs)</b>  New words 4 days per week w/1 review/test day.	2 weeks review; assessment; Level III Lessons 1-8	Level III Lessons 9-24	Level III Lessons 25-36	Level III Lessons 37-44	Level III Lessons 45-56	Level III Lessons 57-68	Level III Lessons 69-80	Level III Lessons 81-91	Test over April words and review
<b>Composition</b>	Introduction to the Paragraph-  Informative Paragraph	Narrative Paragraph	Persuasive Paragraph	Review/ Remediation	Review/ Remediation	Informative Paragraph	Narrative Paragraph	Persuasive Paragraph	Review/ Remediation
<b>Science</b>	Classification of Animals	Ecology  John Muir	Light & Optics	Astronomy  Mae Jemison	Astronomy  Copernicus	E. Halley  Sound	Human Body	Human Body	Human Body
<b>History &amp; Geography</b>	Rivers of the World  Ancient Rome	Ancient Rome	Ancient Rome  Vikings	Earliest Americans	Earliest Americans  Exploration	A. G. Bell Exploration  Southern Colonies	New England Colonies	Middle Atlantic Colonies	Canada
<b>Art</b>	Balance and Symmetry	Ancient Rome	Ancient Rome	Byzantium	American Indian Art	Light	Space	Design	Design
<b>Music</b>	Basic Notation  2 songs	Basic Elements  2 songs	P. I. Tchaikovsky  Brass Instruments  2 songs	W. Tell Overture  Horn Concertos  1 song	Woodwinds  Prelude to...a Faun  Rhapsody in Blue	J.P. Souza  2 songs	A. Copland  2 songs	Scheherazade  2 songs	Review notation, elements, ranges

## Fourth Grade Curriculum

	August-September	October	November	December	January	February	March	April	May
<b>Math (Primary Mathematics)</b>	Lessons 1-2 (4A)	Lesson 3 (4A)	Lessons 4-5 (4A)	Lessons 6-7 (4A)	Lesson 1 (4B)	Lesson 2 (4B)	Lessons 2-3 (4B)	Lessons 4-5 (4B)	Lesson 6 (4B)
<b>Literature</b>	Robin Hood  Saint George & the Dragon	King Arthur	Treasure Island	The Magic Brocade  Fire on the Mountain	Johnny Tremain	Johnny Tremain	Anne of Green Gables	Anne of Green Gables	Rip Van Winkle  Sleepy Hollow
<b>Orthography (Riggs)</b>	Intro of Roots  3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week
<b>Grammar (Well Ordered Language)</b>	Principle Elements  Diagramming	Adjectives  Adverbs	Direct Objects  Predicate Nominative	Predicate Adjective  Possessive Nouns	Prepositions  Prepositional Phrases	Subject Pronouns  Object Pronouns	Possessive Pronouns  Interrogative Pronouns	Compound and Complex Sentences  Relative Clauses	Comma  Quotation Mark  Apostrophe
<b>Composition</b>	Adjectives Informative Body Paragraph & 2 topic sentences	Narrative Body Paragraph & 2 topic sentences	Persuasive Body Paragraph & 2 topic sentences	Review/ Remediation	Review/ Remediation	3 Informative Body Paragraphs	3 Narrative Body Paragraphs	3 Persuasive Body Paragraphs	Review/ Remediation
<b>Science</b>	Circulatory & Respiratory Systems  Charles Drew  Elizabeth Blackwell	Geology  James Hutton	Geology	Geology	Meteorology  Benjamin Banneker	Meteorology	Chemistry	Chemistry  Electricity  Michael Faraday	Electricity
<b>History &amp; Geography</b>	Maps  Mountains  Medieval Europe	Medieval Europe  Islam	Crusades  Medieval African Kingdoms	Ancient China	American Revolution	Making the Constitution	The Federalist  Washington Adams Jefferson	Jeffersonian America	Andrew Jackson
<b>Art</b>	Medieval Europe	Islamic Art and Architecture	Africa	Ancient China	Late 18 <sup>th</sup> -century US	Late 18 <sup>th</sup> -century US	Monticello	Georgian Architecture	
<b>Music</b>	Basic Notation  2 songs	Basic Elements  2 songs	F.J. Hayden  2 songs	Vocal Ranges  G.F. Handel  1 song	Orchestra  2 songs	W.A. Mozart  2 songs	W.A. Mozart  2 songs	Gregorian Chant  1 song	Review notation, elements, ranges

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## Fifth Grade Curriculum Map

	<b>August-September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>
<b>Math (Primary Mathematics)</b>	Lessons 1-2 (5A)	Lessons 2-3 (5A)	Lessons 3-4 (5A)	Lessons 5-6 (5A)	Lesson 1 (5B)	Lessons 2-3 (5B)	Lessons 4-5 (5B)	Lessons 6-7 (5B)	Lessons 8-9 (5B)
<b>Literature</b>	Secret Garden	Alice in Wonderland	Wind in the Willows	Wind in the Willows	Comedy of Errors  Tale of the Oki Islands	Adventures of Tom Sawyer	Adventures of Tom Sawyer	Frederick Douglass	Native American Stories  Sherlock Holmes
(include 2 poems per month)									
<b>Orthography (Riggs)</b>	Roots review  3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week
<b>Grammar (Well Ordered Language)</b>	Four Kinds of Sentences  Adverbs & Adjectives  Direct Objects	Predicate Verbs, Nominatives & Adjectives  Sensory Linking Verbs	Prepositional Phrases  Personal Pronouns	Compound Elements  Indirect Objects	Interrogative Pronouns  Relative Clauses	Adverbial Elements & Interrogative Adverbs  Adverbial Clauses	Reflexive Pronouns  Participles	Gerunds  Infinitives	Compound-Complex Sentences
<b>Composition</b>	Introduction to 5 Paragraph Essay	Informative Essay Introduction	Informative Essay Body Paragraphs	Review/ Remediation	Review/ Remediation	Narrative Essay Introduction	Narrative Essay Body Paragraphs	Persuasive Essay Introduction	Persuasive Essay Body Paragraphs
<b>Science</b>	Plant Structures and Processes	Plant Structures and Processes  Classification	Classification  Carl Linnaeus	Cell Structures and Processes  Ernest Just	Cell Structures and Processes	Life Cycles and Reproduction  Percy Lavon Julian	Endocrine System  Reproductive System	Atomic Structure & Periodic Table  John Dalton	Elements, Compounds, & Chemical Change
<b>History &amp; Geography</b>	Geography  Early American Civilizations	European Exploration and Trade  Renaissance Art/Sculpture	Reformation  England from Henry VIII to William & Mary	Russia  Feudal Japan	Westward Expansion to 1860	Civil War	Civil War  Reconstruction	Native Americans	Westward Expansion after 1860
<b>Art</b>	Renaissance Art	Renaissance Art/Sculpture	Renaissance Art/Architecture	Art of Japan	19th-century American Art	19th-century American Art	19th-century American Art	19th-century American Art	
<b>Music</b>	Basic Notation and Elements	Renaissance Music	Mendelssohn  Dona Nobis Pacem	Mussorgsky  Songs: Sakura and Hava Nagilah	Beethoven	Spirituals	American Songs	American Songs	American Songs

## 6<sup>TH</sup> GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
<b>LITERATURE</b> <small>*Include 1-2 poems each month</small>	Classical Mythology	Children's Homer	Children's Homer Prince and the Pauper	Prince and the Pauper	Scarlet Pimpernel	Scarlet Pimpernel	Count of Monte Cristo	Count of Monte Cristo	Count of Monte Cristo
<b>GRAMMAR</b> <b>Well-Ordered Language 4A &amp; 4B</b>	Principal Elements, Adverbs & Adjectives  Predicate Verbs, Predicate Nominatives, and Predicate Adjectives	Prepositional Phrases  Personal Pronouns	Indirect Objects  Interrogative Pronouns and Interrogative Adverbs	Relative Clauses with Relative Pronouns and Relative Adverbs  Appositives	Reflexive Pronouns & Intensive Pronouns	Adverbial Causes & Phrases  Indefinite Pronouns	Participial Phrases  Gerund Phrases	Infinitive Phrases  Verbal Phrase Review	Noun Clauses
<b>COMPOSITION</b>	Parts of an Essay	Informative Essay	Informative Essay	Informative Essay	Narrative Essay	Narrative Essay	Persuasive Essay	Persuasive Essay	Review and Remediation
<b>HISTORY &amp; GEOGRAPHY</b>	Deserts  Judaism & Christianity	Ancient Greece	Ancient Rome	Ancient Rome  Enlightenment	French Revolution	Romanticism  Industrialism	Capitalism & Socialism	Immigration  Industrialization & Urbanization	Reformers  Latin America
<b>MATH</b> <b>Dimensions 6A &amp; 6B</b>	Chapters 1-2  Begin 6A	Chapters 2-3	Chapters 4-5	Chapters 6-7	Chapter 8  Begin 6B	Chapters 11-12	Chapters 12-13	Chapter 9	Chapter 10
<b>SCIENCE</b>	Plate Tectonics  Alfred Wegener	Energy  Marie Curie	Heat & Heat Transfer	Energy Transfer  Lewis Latimer  James P. Joule	Astronomy  Isaac Newton	Human Body: Circulatory & Lymphatic Systems	Immune System & Diseases  Alexander Fleming	Oceans	Oceans
<b>ART</b>	Classical	Gothic	Renaissance	Baroque	Rococo	Neoclassical	Romantic	Realism	
<b>MUSIC</b>	Orchestra Elements	Elements	Baroque  Vivaldi	Handel & Bach	Classical: Haydn & Mozart	Classical: Rossini  Beethoven	Early Romantic: Schubert  Beethoven	Schubert	Notation & Theory
<b>LATIN</b> <b>Wheelock's</b>	Introduction Chapter 1	Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5	Chapter 6	Chapter 7	Chapter 8



## 7<sup>TH</sup> GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
<b>LITERATURE</b>	Fahrenheit 451	Fahrenheit 451 Cyrano de Bergerac	Cyrano de Bergerac Christmas Carol	Christmas Carol	Call of the Wild	Call of the Wild	Romeo & Juliet	Romeo & Juliet Short Stories	Dr. Jekyll & Mr. Hyde
<b>GRAMMAR</b> <b>Get Smart</b>	Principal Elements of the Sentence Lessons 1-4	Pronouns Adjectives Lessons 5-8	Adverbs Prepositional Phrases Transitive Verbs Lessons 9-12	Coordinating Conjunctions Lessons 13-17	Indirect Objects Intransitive Verbs Passive Verbs Lessons 18-21	Linking Verbs Noun Jobs Clauses Lessons 22-26	Clauses Lessons 27-30	Gerunds Participles Lessons 31-34	Infinitives Review Lessons 35-37
<b>HISTORY &amp; GEOGRAPHY</b>	Exploration and Colonization	American Revolution	U.S. Constitution	U.S. Constitution	Early Republic	Antebellum Era	Abraham Lincoln	Civil War	Civil War and Reconstruction
<b>MATH</b> <b>Dimensions 7A &amp; 7B</b>	Chapters 1-2 Begin 7A	Chapters 3-4	Chapters 5-6	Chapters 7-8	Chapters 9-10 Begin 7B	Chapters 11-12	Chapters 13-14	Chapters 15-16	Chapter 17 and Review
<b>SCIENCE</b>	Review Scientific Method Atomic Structure Niels Bohr Dmitri Mendeleev	Atomic Structure Antoine Lavoisier	Chemical Bonds and Reactions Lise Meitner	Chemical Bonds and Reactions	Chemistry of Food and Respiration	Chemistry of Food and Respiration Dorothy Hodgkin	Cell Division and Genetics	Cell Division and Genetics Gregor Mendel History of Earth and Life Forms	Evolution Charles Darwin
<b>ART</b>	Impressionism	Impressionism	Post-Impressionism	Post-Impressionism	Art Nouveau	Expressionism & Abstraction	Expressionism & Abstraction	Modern American Painting	Modern American Painting
<b>MUSIC</b>	Elements: Orchestra	Elements: Orchestra	Beethoven Pagagini Chopin	Romantic: Schuman Brahms & Liszt	Romantic: Berlioz Vergl	Romantic: Wagner	Nationalism: Grieg & Tchaikovsky Dvorak	Blues & Jazz Ragtime	Jazz & Fusion
<b>LATIN</b> <b>Wheelock's</b>	Review	Chapter 9	Chapter 10	Chapter 11	Chapter 12	Chapter 13	Chapter 14	Chapters 15-16	Chapter 17



## 8<sup>TH</sup> GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
<b>LITERATURE</b>	To Kill a Mockingbird	To Kill a Mockingbird	Lord of the Flies	Lord of the Flies	Robinson Crusoe	Robinson Crusoe	Short Stories Much Ado About Nothing	Much Ado About Nothing	Poetry
<b>GRAMMAR</b> <b>Stay Smart</b>	Review: Parts of Speech Phrases	Review: Clauses Verbals	Diagramming Sentences 1-27	Diagramming Sentences 28-55	Diagramming Sentences 56-83	Diagramming Sentences 84-111	Diagramming Sentences 112-139	Diagramming Sentences 140-167	Diagramming Sentences 168-188
<b>HISTORY &amp; GEOGRAPHY</b>	The Gilded Age Progressivism Toward the Great War	World War I The Roaring Twenties	The Great Depression Rise of Totalitarianism World War II	World War II	The Start of the Cold War	Cultural changes and Activism The 1960s	The 1960s The 1970s	The 1980s The 1990s	The 2000s The 2010s
<b>MATH</b> <b>Weeks &amp; Adkins</b>	Chapters 1-2	Chapters 3-4	Chapters 5-6	Chapter 7	Chapter 8	Chapter 9-10	Chapters 11-12	Chapters 13-14	Review
<b>SCIENCE</b>	Review scientific method and metric system Motion	Forces	Density and Buoyancy	Work, Energy, Power Albert Einstein	Work, Energy, Power Sound	Sound Electromagnetic Radiation and Light	Light Charles Steinmetz	Electricity Nikola Tesla Benjamin Franklin	Magnetism James Maxwell
<b>ART</b>	Painting since WWII	Painting since WWII	Photography	Photography	20th Century Sculpture	20th Century Sculpture	Architecture since the Industrial Revolution	Architecture since the Industrial Revolution	Review
<b>MUSIC</b>	Music Theory Review: Rhythm & Melody Orchestra	Nationalism: Sibelius & Bartok	Nationalism: Rodrigo & Ravel	Nationalism: Vaughn Williams Copland	Moderns: Debussy & Stravinsky	Musical Theater: Gilbert & Sullivan Vaudeville Revues	Musical Theater: Gershwin, Berlin, Cohan	Musical Theater: Porter, Kern Rogers & Hammerstein	Musical Theater: Bernstein & Sondheim
<b>LATIN</b> <b>Wheelock's</b>	Review Chapter 18	Chapters 19-20	Chapter 21	Chapter 22	Chapter 23	Chapter 24	Chapter 25	Chapter 26	Chapter 27

## 9TH GRADE OVERVIEW

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2. Writing and Editing Process	481	17. Geometry of the Circle	508
18. Measurements in a Circle	509	19. Geometry on the Surface of a Sphere	509
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2. Suggested Speeches	488		
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<b>HISTORY: ANCIENT WORLD TO A.D. 500</b>	<b>493</b>		
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2. The Hebrews	495		
3. Archaic Greece	496		
4. Persian Wars	496		
5. Classical Greece	497		
6. Peloponnesian War	497		
7. Greek Philosophy	498		
8. Alexander the Great & Rise of Macedon	498		
9. The Hellenistic Period	499		
10. Roman Regal Period	499		
11. Roman Republic	500		
12. Roman Civil Wars	500		
13. Christianity & the Early Church	501		
14. Roman Empire	501		
15. Crisis & Division in Rome	502		
16. Constantine & Christian Rome	502		
<b>MATHEMATICS - GEOMETRY</b>	<b>505</b>		
1. Basic Ideas of Geometry	505		
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3. Proof	505		
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1. Early Middle Ages: c. 500-1000	531	14. Equations of the Second Degree; Circles	548
2. High Middle Ages: c. 1000-1300	532	15. Sequences & Series	548
3. Late Middle Ages: c. 1300-1450	532	<b>SCIENCE - CHEMISTRY</b>	<b>551</b>
4. The Renaissance	533	1. Review of Basic Chemistry Terms	551
5. The Reformation	534	2. Review of Measurements & Calculations	551
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7. Late 16th Century	535	4. Atomic Models & Electron Configuration	551
8. The Scientific Revolution	535	5. The Periodic Law	551
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2. Orwell's <i>1984</i>	541	13. Oxidation-Reduction Reactions	553
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2. The American Revolution	573	3. Forces & the Laws of Motion	599
3. The Articles of Confederation and the Ratification of the Constitution	574	4. Work & Energy	599
4. The Early Republic	575	5. Momentum & Collisions	599
5. The Era of Good Feelings	576	6. Circular Motion & Gravitation	599
6. Crisis of the House Divided: The 1850s	576	7. Vibrations & Waves	599
7. The Civil War	577	8. Sound	600
8. Reconstruction Era	577	9. Light & Geometric Optics	600
9. The Gilded Age	578	10. Electrostatics	600
10. Progressivism	578	11. Electric Circuits	600
11. World War I: "The Great War"	579	12. Magnetism	600
12. The Roaring Twenties	580	<b>MODERN FOREIGN LANGUAGE</b>	<b>602</b>
13. The Great Depression and the New Deal	580		
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## St. Johns Classical Academy Comprehensive Evidence-Based Reading Plan

Form No. CERP-1, effective February 2021. This form is incorporated in Rule 6A-6.053, Florida Administrative Code (F.A.C.).

This form must be submitted electronically to [justread@fldoe.org](mailto:justread@fldoe.org).

### (1) Contact Information, Communication Plan, and Student Achievement Goals (6A-6.053(1), F.A.C.)

a) **The Main District Reading Contact** will be the Florida Department of Education’s (FDOE) contact for the District K-12 Comprehensive Evidence-Based Reading Plan and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district.

Main District Reading Contact	Title	Email	Phone
Bianca Montoro	Supervisor of Reading and Early Literacy	bianca.montoro@myoneclay.net	904-336-6965
Karen McMillan	Coordinator-School Choice & Charter Schools	karen.mcmillan@myoneclay.net	904-336-6953

Main School Reading Contact	Title	Email	Phone
Ashley O’Neal	Dean of Students	ashley.oneal@myoneclay.net	904-458-8240
Maegen Satcher	Dean of Academics	maegen.satcher@myoneclay.net	904-458-8240
Sherri Glynn	MTSS / 504 Coordinator	sherri.glynn@myoneclay.net	904-458-8240

b) **Communication of Plan Information.** Describe how the school will communicate the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders, reading leadership teams, literacy coaches, classroom instructors, support staff, and parents.

Thorough training will be conducted during preplanning which will include all faculty and staff. Additionally, the Lions Council, which includes many stakeholders, will be informed of the plan in a scheduled meeting. Information is posted through an online platform and the school website. Parents are also notified through a monthly newsletter.



- c) **Measurable Student Achievement Goals.** For each grade, K-12, establish clear and measurable student literacy achievement goals based on screening, progress monitoring, and statewide/districtwide summative assessments.

Statewide English Language Arts Standardized Assessment						
	Previous School Year			Goal for Plan Year		
Grade	% of Students Scoring Level 1	% of Students Scoring Level 3 and Above	% of Students Scoring Level 4 and Above	% of Students Scoring Level 1	% of Students Scoring Level 3 and Above	% of Students Scoring Level 4 and Above
3	2.8%	77.8%	44.4%	3%	75%	40%
4	12.7%	68.3%	33.3%	11%	65%	34%
5	7.6%	71.2%	53%	7%	72%	53%
6	7.6%	65.2%	51.5%	7%	67%	53%
7	7.7%	56.1%	26.2%	7%	60%	30%
8	3.6%	75%	35.4%	4%	75%	36%
9	5.4%	67.6%	37.8%	5%	69%	40%
10	25.9%	67.6%	37.8%	10%	68%	40%

**Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.**  
 Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

For grades K-2, the students reading at or above grade level (based on the assessments listed below) will increase by 5% in the 2021-2022 school year. Baseline data is explained in section 2(b). We will use DIBELS testing for progress monitoring. We will use FAIR testing to monitor fluency.

Classroom performance monitoring will include orthographic data, phonogram data, pre-writing skills, fluency, and comprehension via McCall-Harby and McCall-Crabbs.

**(2) School Budget for Research-Based Reading Instruction Allocation (6A-6.053(2), F.A.C.)**

- a) Districts will include salaries and benefits, professional development costs, assessment costs, and programs/materials costs required to effectively implement the district’s plan.

<b>Reading Allocation Budget Item</b>	<b>Amount</b>	<b>FTE (where applicable)</b>
Amount of District Research-Based Reading Instruction Allocation	\$1,723,900.00	830 UFTE 877.34WFTE
Estimated proportional share distributed to charter	\$ 35,630.00	877.34
School expenditures on intervention teachers assigned to school	\$43,000 Sherri Glynn	
School expenditures on supplemental materials or interventions for elementary schools		
School expenditures on intensive interventions for students reading below grade level		
School expenditures on professional development		
School expenditures on helping teachers earn the reading endorsement		
<b>Sum of Expenditures</b>	\$ 35,630.00	

- b) The use of the reading allocation funds must demonstrate a prioritization of K-3 students identified with a substantial deficiency in reading. Describe how the district has prioritized reading allocation funds to fully support K-3 students identified with a substantial deficiency in reading.

### **Literacy Essentials**

Because English has a deep orthography, students in kindergarten through sixth grade will learn how to break the code of the language through direct instruction of the phonograms, also known as spelling patterns, and rules of the English language.

Kindergarten teachers will progress monitor kindergarten students beginning in the fifth week of the year. From the fifth through tenth weeks, students will receive direct instruction in the first 26 phonograms/spelling patterns (a.k.a letters of the alphabet). Teachers will give oral and written assessments to determine if students have the ability to both say and write the phonograms. Remediation will be provided as necessary based on the results of this assessment. Beginning in the seventh week, kindergarten students will be progress monitored on their ability to blend two and three sounds to read both real and nonsense words. During this same week, teachers will begin to progress monitor the area of phonemic awareness skills (i.e. segmenting, blending, and isolating sounds). The kindergarten teachers will assess readiness for direct, explicit instruction of formal spelling in the tenth week of the year. As the year progresses, the kindergarten will continue to progress monitor and assess students' ability to write spelling patterns, write nonsense words, say the sounds of each spelling pattern, read nonsense words, segment words, and blend words. The goal is for students to move from accuracy to automaticity. By the end of kindergarten, students are expected to have mastered 46 phonograms (spelling patterns). Since progress monitoring is done frequently, teachers are able to address students' needs as they occur by spending time working on phonograms (spelling patterns) that are still unknown to the student.

At the beginning of first grade, teachers will assess students' phonemic awareness skills: identifying initial/final/medial vowel sounds in words, segmenting the sounds of words, blending sounds, identifying words that rhyme, phoneme deletion, and phoneme substitution. Teachers will use this data to drive phonemic awareness instruction. Teachers

will maintain an assessment folder for each student throughout the year. Progress monitoring will occur weekly and teachers will use this information to inform instruction and remediation with individual and small groups of students. Throughout the year, teachers will assess students in the area of reading and writing the phonograms (spelling patterns) and informal/formal spelling (to demonstrate mastery of the phonograms and knowledge of the rules of the English language). Once scholars are able to blend three sounds, they will begin reading *Primary Phonics* readers. There are eight sets of books that increase in difficulty. For example, set one contains words that are vowel-consonant and consonant-vowel-consonant. By the last set of books, words contain the most advanced of multi-letter phonograms: gu, igh, dge, kn, ei. Students will read aloud daily to teachers and must be able to read each book fluently before advancing to the next book. This informal method of progress monitoring will build fluency skills. Following *Primary Phonics*, students will move to *Stevenson Readers*. There are 20 books in the *Stevenson* set, and they move quickly from beginning code (cvc) to advanced code. In total, there are 100 books in both sets, and once students have completed reading all of these controlled readers, they will move into uncontrolled books (that mix basic/advanced code words with high frequency words). Comprehension and fluency will be assessed using *McCall-Harby Test Lessons in Primary Reading* (see below).

Second grade students will be assessed similarly to first grade students. Teachers in all primary grade levels will use the formal and informal data they collect regularly to drive whole group, small group, and individualized instruction.

## **McCall Crabbs**

### ***McCall-Harby Test Lessons in Primary Reading: Progress Monitoring***

Beginning in October of the first grade, students will begin to read each story in *McCall-Harby Test Lessons in Primary Reading* and answer the comprehension questions. The test questions are a mix of explicit and inferential questions. Students are permitted to reread the story and questions as many times as they wish. Teachers will use the data to determine which students are able to read independently and those who need continued instructional support. As the year progresses, teachers will monitor the data monthly to show independent reading comprehension progress. Additionally, teachers will use the *McCall Harby Test Lessons in Primary Reading* to monitor first grade reading fluency beginning at the end of the second quarter by having students do a cold read of the reading passage and calculating the total number of words read correctly per minute. The teachers will compare the total number of words correct per minute to fluency norms. Teachers will use this data to determine the type of reading errors students are making and will incorporate this into their small group and individualized instruction. In *McCall-Harby* test lessons will show a general picture of progress.

### ***McCall-Crabbs Standard Test Lessons in Reading: 2nd through 6<sup>th</sup> Grade: Progress Monitoring***

Data, in the form of grade score norms, will be used to evaluate and monitor student growth in reading fluency and comprehension throughout the year. Test lessons will be used approximately three times a week. Additionally, teachers will use the grade score norms to determine scholars who need remediation and additional support. Teachers will review their data on a monthly basis to monitor progress and the need for remedial reading support. Primarily, the grade score norms are intended to enable teachers to monitor progress in reading fluency and comprehension. When administering this assessment,

students will have a three-minute time limit to both read and answer the questions. Initially, each student is given five of the three-minute timed tests. The scores are averaged to determine a fairly accurate grade score norm. The grade score norms provide the teacher with an estimate of the score obtained by an average student at a particular grade level. There are six books in the McCall-Crabbs series. The McCall-Crabbs format allows for considerable individualization across different reading levels due to the graduated level format. The continuous scale nature of the grade score norms permits comparison of scores from different book levels. Grade score norms are obtained by the monthly average of scores in order to determine that it is an accurate score. Teachers will analyze grade score norms monthly to ensure adequate progress in fluency and comprehension is being made or if additional support is necessary.

Example: A third grader has answered 7 of 8 questions correctly on a particular McCall-Crabbs lesson. Her grade score norm turns out to be a 4.8. She has scored as well on this lesson as an average student would during the eighth month of fourth grade.

### **(3) School Literacy Leadership Teams (6A-6.053(3)(a), F.A.C.)**

Schools must have a Literacy Leadership Team, consisting, in part, of a school administrator, reading coach, media specialist, and lead teachers.

<i>How is the School Literacy Leadership Team requirement communicated to teachers?</i>	<i>To whom at the district level is the roster of School Literacy Leadership Teams communicated?</i>	<i>Who at the school level is responsible for supporting and monitoring School Literacy Leadership Teams and ensuring compliance?</i>
Preplanning training Monthly Meeting with Teachers Weekly Wednesday Training PLC Meetings	Karen McMillan <a href="#">Bianca Montoro</a>	Dean of Academics Maegen Satcher

### **(4) Professional Development (6A-6.053(4)(b), F.A.C.)**

a) Describe the reading professional development that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;
- Differentiate and intensify professional development for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional development.

St. Johns Classical Academy offers professional development in reading to content area teachers in every classroom to ensure all educators are well versed in the essential components of reading instruction. All classroom teachers and special area teachers are required to participate in the professional development training in reading offered at the school. Teachers will receive professional development to ensure their text-based content area instruction is effective. For professional development to be considered comprehensive, it must address the body of knowledge grounded in scientifically based

reading research and must be in alignment with the National Staff Development Council Standards (NSCD) and Florida’s Professional Development System Evaluation Protocol.

In order to assure that each individual teacher has the level of intensity needed for professional growth based on student achievement data, professional development must be individualized. Professional development will be offered to all levels of instructional staff. St. Johns Classical Academy will create a professional development calendar on an annual basis. Instructional staff will be provided with Clay County District School’s professional development schedule for all reading professional development which is available to charter school staff. St. Johns Classical Academy will ensure teachers receive professional development to ensure understanding and implementation of text-based content area instruction in all core subjects.

For reading certificate renewal professional development points, our teachers will have the opportunity to participate in FDLRS (Differentiated Reading Instruction). The teachers also have a fee-based option to participate in courses offered by the district. UF Flamingo courses are also offered to our teachers for certificate renewal points as a free option to teachers.

A structured plan is in place for teachers to visit model classrooms and observe mentor teachers delivering effective Literacy Essentials instruction.

The workshops/trainings provided to teachers include, but are not limited to, the following:

Topics	Provider	Training Sessions
Literacy Essentials	Dean of Academics Hillsdale Literacy Trainer	Monthly
Well-Ordered Language	Dean of Academics Head of English Department	Monthly
Core Knowledge Standards and Florida Standards	Dean of Academics Dean of Students Math Coach	Quarterly
Text-Based Content Area Instruction	CPALMS	Ongoing as needed per evaluation instruments and Individual Growth Plans
Close-Reading Strategy Instruction	CPALMS	Ongoing as needed per evaluation instruments and Individual Growth Plans
Classical Model Direct Instruction	Hillsdale webinars BCSI summer training	Monthly and during the summer



Evaluation, Interpretation, and Use of Data to Drive Instruction	Educational Consultant CPALMS	Ongoing as needed per evaluation instruments and Individual Growth Plans
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**(5) Charter Schools (6A-6.053(5), F.A.C.)**

Charter schools must utilize their proportionate share of the research-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S. All intensive reading interventions specified by the charter must be delivered by a teacher who is certified or endorsed in reading.

Does the district ensure charter schools will utilize their proportionate share of the research-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S.? **Yes**

**(6) Literacy Coaches (6A-6.053(6), F.A.C.)**

If the funding of literacy coaches is part of the reading allocation budget, literacy coaches must be assigned to schools determined to have the greatest need based on student performance data in reading. Districts must use the Just Read, Florida! model or explain the evidence-based coaching model used in their district and how they will monitor the implementation and effectiveness of the coaching model. This must include how communication between the district, school administration, and the reading coach throughout the year will address areas of concern.

Coaches must possess the following:

- bachelor’s degree and reading endorsement or reading certification;
- highly effective rating on most recent available evaluation that contains student achievement data;
- experience as successful classroom teachers;
- knowledge of evidence-based reading research;
- special expertise in quality reading instruction and infusing reading strategies into instruction;
- data management skills;
- strong knowledge base in working with adult learners;
- excellent communication skills; and
- outstanding presentation, interpersonal, and time-management skills.

(a) Is the **school** using the Just Read, Florida! coaching model? **NO**. Our literacy coach and framework is endorsed by Hillsdale College.

<https://k12.hillsdale.edu/About/Our-Staff/>

**St. Johns Classical Academy**

In compliance with the school’s contract with CCDS, St. Johns Classical Academy has developed an evidence-based comprehensive reading plan consistent with effective teaching strategies and grounded in scientific research. This plan is mostly geared toward students in K-5; however, several of these concepts and laws apply to students in all grade levels. This evidence-based plan follows the guidelines provided by *Just Read, Florida!* The plan does the following:

- Provides a clear and coherent framework for teaching and learning;

- Aligns with the school’s mission, educational philosophy and instructional approach;
- Enables students to attain Florida Standards and gain a year’s worth of learning for each year enrolled, and
- Serves the academic needs of all students in grades K-12.

Additionally, the school’s Comprehensive Evidence-Based Reading Plan includes the following components:

- Effective instructional leadership
- Data analysis to determine placement, small group instruction, appropriate curriculum materials, and needs-based instruction
- High quality professional development on effective teaching practices
- Clearly established measurable student achievement goals
- Utilization of evidence-based instructional materials and strategies to address specific students' needs
- After school intensive reading instruction as needed
- Supportive leadership from Hillsdale K-12 coaches
- Systemic professional development targeted at individual teacher needs as determined by analysis of student performance data
- Measurable and clearly established student achievement goals
- Appropriate, evidence-based instructional materials and strategies to address specific student needs

The plan is aligned with the critical components of the Multi-tiered System of Supports framework, including data-based problem-solving, utilizing student-centered response to instruction/intervention data to make educational decisions. Key elements of a multi-tiered system involve: 1) providing effective core instruction for all students; 2) administering high quality assessments to monitor progress and identify students and systems in need of intervention; 3) instructional use of a wide variety of complex texts to challenge student vocabulary and comprehension learning; and, 4) designing and implementing interventions that are matched to student needs. Through the implementation of the K-12 Comprehensive Evidence-Based Reading Plan, Florida schools continue to build proficiency in the implementation of an effective multi- tiered system of supports meeting the needs of all students.

<p><b>Requirements of the Just Read, Florida! Coaching Model</b></p>
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- Provide professional development on the following:
  - the major reading components, as needed, based on an analysis of student performance; data
  - administration and analysis of instructional assessments; and
  - providing differentiated instruction and intensive intervention.
- Model effective instructional strategies for teachers.
- Facilitate study groups.
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.
- Coach and mentor teachers daily.
- Provide daily support to classroom teachers.
- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.
- Help to increase instructional density to meet the needs of all students.
- Participate in reading leadership teams.
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.
- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.
- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.
- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

**(7) District-Level Monitoring of Plan Implementation (6A-6.053(7), F.A.C.)**

Districts must monitor the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students. The district must:

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;
- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;
- Ensure that data from formative assessments are used to guide differentiation of reading instruction;
- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and
- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

- a) Indicate the assessment(s) used to screen and progress monitor K-12 students. For each assessment, indicate the following:
- the full name of the assessment;

- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and
- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

<i>Name of the Assessment</i>	<i>To whom is the assessment administered?</i>	<i>What component of reading/strand of standard is being assessed?</i>	<i>Assessment Type</i>	<i>How often is the data being collected?</i>
IXL	3-12	All grade level ELA Standards	Progress Monitoring	Weekly
DIBELS	K-5	Phonological awareness, phonics, fluency, oral language	Progress Monitoring/ Formative	Beginning, middle, end of year
Literacy Essentials: 1) Basic Code Assessment 2) Encoding and Decoding Phonograms 1-72	K-2	Phonics	Formative	Beginning, middle, end of year
Orthography Assessments: Encoding and Decoding Spelling/Vocabulary Words	K-5	Monthly	Formative	Bimonthly
McCall Crabbs	K-5	Comprehension	Formative	Weekly
FAIR	1-6	Fluency	Formative	Monthly

### **(8) School-Level Monitoring of Plan Implementation (6A-6.053(8), F.A.C.)**

Districts must describe the process used by principals to monitor implementation of, and ensure compliance with, the reading plan, including weekly reading walkthroughs conducted by administrators. In addition, districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students. Complete the chart below.

<b>Requirements</b>	<i>What process is in place to ensure effective implementation?</i>	<i>Who at the school level supports effective implementation?</i>	<i>What process is in place to identify areas in need of improvement for effective implementation?</i>

School-level Reading Plan implementation	All K-6 teachers will utilize Literacy Essentials to teach phonics and orthography.	Dean of Academics	Introductory and ongoing professional development is provided to teachers. Teachers observe master teachers and receive mentoring to improve their ability to teach Literacy Essentials with fidelity.
Weekly reading walkthroughs by administrators	Administration follows a schedule to ensure each teacher is observed during Literacy Essentials instruction.	Dean of Academics	The information obtained during walk-throughs is used to determine which skills teachers should work on. The Dean of Academics works with specific teachers on the skills they need to improve upon.
Use of data to determine interventions and support needs of students	Bimonthly grade-level professional learning communities.	Dean of Academics	The data gathered during the bimonthly PLCs is used to determine how teachers will plan and implement Tier 2 and Tier 3 interventions.

**(9) Summer Reading Camp (6A-6.053(9), F.A.C.)**

For Summer Reading Camps required by Section 1008.25(7), F.S., districts must:

- Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;
- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
- Provide instruction by a highly effective teacher endorsed or certified in reading.

a) All district Summer Reading Camp teachers are highly effective and reading endorsed/certified.

Yes  No

*Students at St. Johns Classical Academy are eligible for participation in the CCSD Summer Reading Camp.*

**(10) Parent Support through a Read-At-Home Plan (6A-6.053(10), F.A.C.)**

In accordance with Section 1008.25(5)(c), F.S., parents of students identified with a substantial deficiency in reading must be provided a read-at-home plan that the parent can use to help with reading at home. Describe the district’s plan for providing a read-at-home plan to parents of students identified with a substantial deficiency in reading. Include literacy partnerships or programs the district has to increase

support for families to engage in literacy activities and reading at home. In addition, include who at the district is responsible for supporting and monitoring implementation.

In conjunction with the required written notice to parents when a student is identified as having a substantial deficiency in reading, the school will immediately begin collecting evidence for progress monitoring when a student in grade 3 is identified as being at risk of retention or upon request of the parent, whichever occurs sooner. In addition to the written notification, the parents will receive updates, at least monthly, informing them of any additional interventions or supports to be provided to the student if the initial supports do not lead to improvement. Depending on the student's level, he or she will take home one of the following nightly: 1) word reading lists to practice decoding 2) controlled phonics readers or 3) uncontrolled, leveled texts that align to the science, history, and literature curriculum. A parent information document on evidence based reading practices is in the works of being completed. St. Johns Classical Academy also hosts Curriculum Showcases that explain in depth SJCA's curriculum and learning goals that are open to families and the public.

**Who at the school is responsible for monitoring this requirement?**

Dean of Academics, Teachers, MTSS

## **(11) Assessment, Curriculum, and Instruction (6A-6.053(11), F.A.C.)**

- a) Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs. Complete the chart below.
- b) SJCA's Master Schedule for K-5 has been added to the bottom of this document.
- c) K-12 reading instruction will align with Florida's Revised Formula for Success, 6 + 4 + T1 +T2 + T3, which includes the following:
- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
  - **Four types of classroom assessments:** screening, progress monitoring/formative assessment, diagnosis, and summative assessment;
  - **Core instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
  - **Immediate intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive feedback; and occurs in addition to core instruction; and
  - **Immediate intensive intervention (Tier 3):** is provided to students identified as having a substantial deficiency in reading; is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan and receive intensive interventions from teachers who are certified or endorsed in reading.

**(d) Assessment/Curriculum Decision Trees.** Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use the following Assessment/Curriculum Decision Tree template to address ALL students. The template can be used for grade bands or for individual grades.

Describe how the district will align K-12 reading instruction with Florida's Revised Formula for Success.

First, gaps will be prevented by daily instruction of Literacy Essentials with trained teachers and ongoing PD. Students will be identified and provided remediation at the first sign of a reading deficiency. Students will be provided with advanced literacy throughout each school day.

<i>How does the school support and monitor implementation?</i>	<i>Who at the district is responsible for supporting and monitoring this requirement?</i>
Department chairs will oversee data collection on a monthly basis and the Dean of Academics will oversee this.	Bianca Montoro Karen McMillan
<p><b>The Decision Trees must contain the following information:</b></p> <ul style="list-style-type: none"> <li>• Name of screening, diagnostic, progress monitoring, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;</li> <li>• Target audience (grade level);</li> <li>• Performance criteria used for decision-making for each instrument;</li> <li>• Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;</li> <li>• The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;</li> <li>• An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and</li> <li>• Specific criteria for when a student is identified to receive intensive reading interventions by a teacher who is certified or endorsed in reading, what intensive reading interventions will be used, and how they are provided. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading. A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.</li> </ul>	



## Assessment/Curriculum Decision Tree

**Grade Level(s): K - 5**

**IF:**

Student meets the following criteria at beginning of school year:

- Students score 80% or higher on the assessments outlined in the Literacy Essentials curriculum.
- These assessments include the encoding and decoding of basic code, which encompass the sounds and spelling patterns of the first 26 phonograms, the encoding and decoding of all phonograms, which includes the sounds and spelling patterns of all 72 phonograms, encoding and decoding of spelling/vocabulary words (differs by grade level), and reading comprehension in McCall Harby, for first grade, and McCall Crabbs, for grades two and higher.
- Literacy Essentials provides direct, explicit instruction phonics and the orthographic code of the English language.
- Beginning in third grade, instruction consists mostly of words from the Latin and Greek side of the English language. Well-Ordered Language is an explicit and direct grammar program also taught beginning in third grade.
- By the end of third grade, students have received direct, explicit instruction in over 2,200 words, which include Anglo-Saxon words and some Latin/Greek words.
- Grammar instruction continues through 12th grade.

**THEN:**

**TIER 1 Only**

**TIER 1**

*Initial instruction:*

- *is standards-aligned;*
- *builds background and content knowledge;*
- *provides print-rich, systematic, scaffolded, and differentiated instruction;*
- *incorporates writing in response to reading;*
- *includes accommodations (IEP, ESOL, or 504);*
- *incorporates the principles of Universal Design for Learning; and*
- *includes specially designed instruction for students with disabilities.*

*Core Curriculum*

*Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.*

*Literacy Essentials: provides direct, explicit instruction phonics and the orthographic code of the English language. By the end of third grade, students have received direct, explicit instruction in over 2,400 words, which include Anglo-Saxon words and some Latin/Greek words. Beginning in third grade, instruction consists mostly of words from the Latin and Greek side of the English language.*

*Progress Monitoring*

<i>Assessment &amp; Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>	<i>Performance Criteria that prompts the addition of Tier 2 interventions</i>
Biweekly	80% or higher on any of the Literacy Essentials assessments	Students who score less than 70% on any of these assessments indicate a need for Tier 2 interventions.

***How is the effectiveness of Tier 1 instruction being monitored?***  
 Teachers collect data on the various Tier 1 assessments. Administration and the MTSS monitors data submitted by the teachers.

***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?***  
 The general education teachers meet with the Dean of Academics regularly to improve reading instructional practices. They also have the opportunity to observe master teachers teach Literacy Essentials. Hillsdale College mentors teachers twice monthly via Zoom in the area of Literacy Essentials to improve the effectiveness of instruction.

***How is the effectiveness of Tier 1 curriculum being monitored?***  
 Teachers collect data on the various Tier 1 assessments. Administration and the MTSS monitors data submitted by the teachers.

***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?***  
 The general education teachers meet with the Dean of Academics regularly to improve reading instructional practices. They also can observe master teachers teach Literacy Essentials. Hillsdale College mentors teachers twice monthly via Zoom in the area of Literacy Essentials to improve the effectiveness of instruction.

***How is instruction provided to students who receive instruction through distance learning?***

SJCA does not have a distance learning program. Students who are quarantined for COVID will meet with the MTSS teacher during their Studium time.

<b>IF:</b>	Student meets the following criteria at the beginning of school year: Review of a triangulation of data to include diagnostic, formative assessments along with FSA scores, stakeholder input, and overall grade-level performance.				
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>				
<b>TIER 1 instruction and TIER 2 interventions</b>	<i>Interventions:</i> <ul style="list-style-type: none"> <li>• are standards-aligned;</li> <li>• address gaps and reduce barriers to students' ability to meet Tier 1 expectations;</li> <li>• provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>• are matched to the needs of the students;</li> <li>• provide multiple opportunities to practice the targeted skill(s) and receive feedback;</li> <li>• occurs during time allotted in addition to core instruction; and</li> <li>• includes accommodations (IEP, ESOL, or 504).</li> </ul>				
	<b>TIER 2 Programs/Materials/S strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that prompts the addition of Tier 3 interventions</b>
	Literacy Essentials, targeted instruction in the specific areas of phonemic/orthographic deficiencies	Weekly	Scoring 80% or higher on Tier 1 assessments (phonics based or orthographic based assessments)	Students continue to score below 70% on Tier 1 assessments, which indicate an instructional gap still needs to be closed	Progress monitoring within Tier 2 does not show mastery, students continually score less than 70% within Tier 2
	<b>Number of times per week intervention provided</b>	3	<b>Number of minutes per intervention session</b>	15	
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?</b></p> <p>The general education teachers meet with the Dean of Academics regularly to improve reading instructional practices. They also can observe master teachers teach Literacy Essentials. Hillsdale College mentors teachers twice monthly via Zoom in the area of Literacy Essentials to improve the effectiveness of instruction.</p>					

***Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.***

Since languages begin with sounds, learning the English code begins with a conversation about the sounds and how they map to the alphabet, the alphabetic principle. In Orton-based programs like *Literacy Essentials*, teaching the alphabetic principle begins with spelling instead of reading because the nature of spelling begins with the sound and then moves to print. The process of taking sounds and mapping them to print is called encoding. Due to the nature of the English orthography system, the information needed to spell comes in a rather large toolbox. The information required to decode a word that is already in print is significantly less than the information needed to transform speech into print for spelling English. *Literacy Essentials* and other Orton-based programs begin literacy instruction with the goal to fill the large toolbox necessary for spelling words, which automatically translates into reading words. Teaching phonograms wires the brain for the sound/symbol relationship coupled with wiring the brain for letter formation. This method of instruction is efficient and highlights the preeminent importance of beginning with sounds which are represented by letters as the starting point and the foundation of teaching the code to students. Writing phonograms in isolation gives way to writing strings of phonograms to form words, which eventually gives way to writing sentences. Each step along the way, writing leads and is integrated in the learning process. Spelling starts as soon as the first 26 phonograms are learned. Spelling will begin informally by writing, spelling, and reading with basic code real and nonsense words. Beginning spelling in this manner creates a pseudo-transparent alphabet with which students can begin learning the code. After the first 26 phonograms have been learned well, formal spelling instruction begins. Reading a word is simply reversing the code once you have spelled a word. Processing the spelling of a word requires explicit segmenting of the individual sounds and then mapping the sounds to the correct phonogram, therefore students have a thorough understanding of the sound symbol relationship for each word they spell. Once the word is encoded, taken from speech and put into print, the students can reverse the process. Each day, students will practice segmenting, blending, and reading the words they have learned to spell. Each reading practice in kindergarten through second grade will include practice reading words, first for accuracy and then for automaticity.

By the end of third grade, students will have been explicitly taught approximately 2,200 words. They will have established a large toolbox with which to construct and deconstruct vocabulary of any length. In fourth through sixth grade, using their orthography toolbox, students are ready to focus on vocabulary from rich literacy and content areas as well as Greek and Latin roots. *Literacy Essentials: The Journey from Spelling to Reading* integrates the multiple components of literacy: phonemic awareness, phonograms (phonics), reading, handwriting, spelling, grammar and writing. It provides phonemic awareness instruction, direct, explicit phonics instruction, fluency instruction, and vocabulary instruction. Moreover, reading instruction is supported by a progression of reading practice which begins at the word level, moves to the sentence level, then to the controlled reading level. Students reading controlled readers read from *Primary Phonics* and *Stevenson Readers* for fluency and comprehension. Once they have mastered these 100 books, they move into uncontrolled texts which are leveled books from the various content areas: history, literature, and science. Teachers use *McCall Harby*, *McCall Crabbs*,

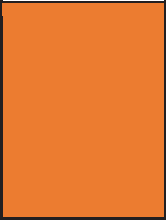
formative assessments, and IXL for comprehension. Oral language is supported through Socratic dialogue and interactive analysis which is carried beyond Literacy Essentials and into all content areas. Students are asked deliberate, leading questions that allow for actively thinking and analyzing words and texts. The Socratic-like dialogue in Literacy Essentials allows the entire class to participate in analysis simultaneously through choral response. The question and answer dialogue provides an efficient multi-sensory presentation of the information and the result maximizes the use of time. Literacy Essentials centers around evidence-based reading instructional practices that have been updated to reflect the research of Louisa Moats, Diana McGuinness, and Margaret Bishop.

***How are Tier 2 interventions provided to students who receive interventions through distance learning?***

SJCA does not have a distance learning program. Students who are quarantined for COVID will meet with the MTSS teacher during their Studium time.

<b>IF:</b>	Student meets the following criteria at beginning of school year: Student meets the following criteria at beginning of school year: When tier 2 interventions are not successful and the student is not making gains or showing improvement after assessment data has revealed that the student has a substantial reading deficiency.			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	<i>Immediate, intensive intervention:</i> <ul style="list-style-type: none"> <li>• <i>is targeted instruction based on student need;</i></li> <li>• <i>provides small group or one-on-one instruction;</i></li> <li>• <i>includes accommodations (IEP, ESOL, or 504);</i></li> <li>• <i>includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and</i></li> <li>• <i>ensures additional <b>time allotted is in addition</b> to core instruction and Tier 2 interventions.</i></li> </ul>			
	<i><b>Tier 3 Programs/Materials/Strategies &amp; Duration</b></i>	<i><b>Tier 3 Progress Monitoring</b></i>		
		<i><b>Assessment &amp; Frequency</b></i>	<i><b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b></i>	<i><b>Performance Criteria that prompts the changes to Tier 3 interventions</b></i>
	Literacy Essentials, within Tier 3 interventions, extremely targeted instruction is provided in the areas of basic or advanced code in which the students need prescribed, punctuated practice in either the phonograms or orthography of the English Language	4 times weekly for 30 minutes in Studium	Improvement as stated in the Literacy Essentials guidelines	Student does not show growth after 4 weeks of tier 3 interventions
	<i><b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b></i>			
	<i><b>Number of times per week intervention provided</b></i>	<i><b>4</b></i>	<i><b>Number of minutes per intervention session</b></i>	<i><b>30</b></i>
<i><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction, provided to in-person students?</b></i> SJCA has a full time MTSS coordinator who will oversee the effectiveness of Tier 3 interventions with all teachers.				





***How are Tier 3 interventions provided to students who receive interventions through distance learning?*** SJCA does not have a distance learning program. Students who are quarantined for COVID will meet with the MTSS teacher during their Studium time.

## Assessment/Curriculum Decision Tree

**Grade Level(s): 6 - 12**

**IF:**

All students will be provided access to Tier 1 core curriculum and will receive universal support through evidence-based reading instruction.

**THEN:**

**TIER 1 Only**

**TIER 1**

*Initial instruction:*

- *is standards-aligned;*
- *builds background and content knowledge;*
- *provides print-rich, systematic, scaffolded, and differentiated instruction;*
- *incorporates writing in response to reading;*
- *includes accommodations (IEP, ESOL, or 504);*
- *incorporates the principles of Universal Design for Learning; and*
- *includes specially designed instruction for students with disabilities.*

*Core Curriculum*

*Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.*

The student is placed in a standard or advanced ELA course. These courses include novel-based literature instruction as outlined in the Hillsdale K-12 Education Program Guide with lessons that are aligned to the Florida standards and overseen by Administration. All lessons are input into Planbook for review and monitoring.

*Progress Monitoring*

*Assessment & Frequency*

*Performance Criteria that indicates Tier 1 is sufficient*

*Performance Criteria that prompts the addition of Tier 2 interventions*

Biweekly

80% or higher on ELA based assessments, to include reading, writing and/or oral presentation

Students who score less than 70% on any of these assessments indicate a need for Tier 2 interventions.

	<p><b><i>How is the effectiveness of Tier 1 instruction being monitored?</i></b></p> <p>Teachers collect data on the various Tier 1 assessments. Administration and the MTSS monitors data submitted by the teachers.</p>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?</i></b></p> <p>The general education teachers meet with the Dean of Academics regularly to improve reading instructional practices. They also have the opportunity to observe master ELA teachers' instruction. Hillsdale College mentors teachers twice monthly via Zoom in the various areas of ELA to improve the effectiveness of their instruction. Regular walk-throughs are performed by administrators to monitor teacher instruction.</p>
	<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b></p> <p>Teachers collect data on the various Tier 1 assessments. Administration and the MTSS monitors data submitted by the teachers.</p>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?</i></b></p> <p>The general education teachers meet with the Dean of Academics regularly to improve reading instructional practices.</p>
	<p><b><i>How is instruction provided to students who receive instruction through distance learning?</i></b></p> <p>SJCA does not have a distance learning program. Students who are quarantined for COVID will meet with the MTSS teacher during their Studium time.</p>	

<b>IF:</b>	<p>Student meets the following criteria at the beginning of school year:</p> <p>Review of a triangulation of data to include formative assessments along with FSA scores and overall grade-level performance.</p>			
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>			
<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>• are standards-aligned;</li> <li>• address gaps and reduce barriers to students' ability to meet Tier 1 expectations;</li> <li>• provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>• are matched to the needs of the students;</li> <li>• provide multiple opportunities to practice the targeted skill(s) and receive feedback;</li> <li>• occurs during time allotted in addition to core instruction; and</li> <li>• includes accommodations (IEP, ESOL, or 504).</li> </ul>			
	<b>TIER 2 Programs/Materials/ Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>		
		<i>Assessment &amp; Frequency</i>	<i>Performance Criteria to discontinue Tier 2 intervention</i>	<i>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</i>
	<p>The following evidence-based practices and strategies will take place in a small group setting using formative assessment data:</p> <p>Oral Language Phonological Awareness Phonemic Awareness Phonics Fluency Vocabulary (Greek and Latin root) Comprehension Strategies</p>	<p>2-3 times weekly for 15 to 20 minutes in class</p>	<p>Discontinue when the student shows adequate gains and has met required benchmarks.</p>	<p>The student does not show adequate gains and has not met required benchmarks</p>
<b>Number of times per week intervention provided</b>	2 - 3	<b>Number of minutes per intervention session</b>		15-20 min

***What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?***

The general education teachers meet with the Dean of Academics regularly to improve reading instructional practices. They also can observe master teachers teach ELA blocks and lessons. Hillsdale College mentors teachers twice monthly via Zoom in the various areas of Literacy and English Language Arts to improve the effectiveness of instruction.

***Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.***

- [Explicit, systematic phonological awareness instruction](#): strong evidence
- [Explicit, systematic phonics instruction](#): moderate impact
- [Small group instruction](#): strong evidence
- [Systematic, direct-explicit instruction](#): strong evidence

***How are Tier 2 interventions provided to students who receive interventions through distance learning?***

SJCA does not have a distance learning program. Students who are quarantined for COVID will meet with the MTSS teacher during their Studium time.

**IF:**

Student meets the following criteria at the beginning of school year: When tier 2 interventions are not successful and the student is not making gains or showing improvement after assessment data has revealed that the student has a substantial reading deficiency.

<b>THEN:</b>		<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>		
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	<p><i>Immediate, intensive intervention:</i></p> <ul style="list-style-type: none"> <li>• <i>is targeted instruction based on student need;</i></li> <li>• <i>provides small group or one-on-one instruction;</i></li> <li>• <i>includes accommodations (IEP, ESOL, or 504);</i></li> <li>• <i>includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and</i></li> <li>• <i>ensures additional <b>time allotted is in addition</b> to core instruction and Tier 2 interventions.</i></li> </ul>			
	<b>Tier 3 Programs/Materials/Strategies &amp; Duration</b>	<b>Tier 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that prompts the changes to Tier 3 interventions</b>
	<p>Differentiated online literacy instruction using informational text through Read Theory.</p> <p>Elementary Literacy Essentials one-to-one or a small group setting of no more than 3 students.</p>	<p>4-5 times/week, minimum of 20</p>	<p>Discontinue when the student shows adequate gains and has met required benchmarks</p>	<p>Student does not show growth after 4 weeks of tier 3 interventions</p>
	<p><b><i>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</i></b></p>			
	<b><i>Number of times per week intervention provided</i></b>	<b><i>4-5</i></b>	<b><i>Number of minutes per intervention session</i></b>	<b><i>20 min</i></b>
	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction, provided to in-person students?</i></b></p> <p>SJCA has a full time MTSS coordinator who will oversee the effectiveness of Tier 3 interventions with all teachers.</p>			



*How are Tier 3 interventions provided to students who receive interventions through distance learning?*

SJCA does not have a distance learning program. Students who are quarantined for COVID will meet with the MTSS teacher during their Studium time.

## **(12) Identification of Students with a Substantial Reading Deficiency (6A-6.053(12), F.A.C.)**

A student is identified as having a substantial deficiency in reading if any of the following criteria are met:

- The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-based Reading Plan.
- The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-based Reading Plan.
- The student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

Describe the district's process for identifying students with a substantial deficiency in reading based on the criteria above.

Teachers will monitor the ongoing data and identify students as needed.

**Kindergarten Schedule**

Minutes

8:00-9:30	Literacy	90
9:30-9:55	Math	25
9:55-10:12	Recess	17
10:12-10:52	Resource	40
10:52-11:35	Math	43
11:35-12:08	Lunch	33
12:08-12:30	Science	22
12:30-1:00	Studium/Literacy	30
1:00-1:25	Recess/PE	25
1:25-1:50	Science	25
1:50-2:10	Math	30
2:10-3:00	Literacy/History	50



**Lunch**  
 O'Neill- 11:35-12:00  
 McClymont- 11:37- 12:02  
 Romer- 11:39-12:04  
 Bintz- 11:41-12:06  
 Mickle- 11:43-12:08

**Wednesday Kindergarten Schedule**

Minutes

8:00-9:30	Literacy	90
9:30-9:59	Resource	29
9:59-10:30	Literacy/History	31
10:30-10:50	Science	20
10:50-11:10	Recess	20
11:10-11:43	Lunch	33
11:43-12:23	Math	40
12:23-12:53	Studium/Literacy	30
12:53-1:00	Literacy/History	7

**Lunch**  
 O'Neill- 11:10-11:35  
 McClymont- 11:12-11:37  
 Romer- 11:14-11:39  
 Bintz- 11:16-11:41  
 Mickle- 11:18-11:43

**First Grade Schedule**

Minutes

8:00-9:30	Literacy	90
9:30-9:50	Math	20
9:50-10:15	Science	25
10:15-10:40	Recess	25
10:40-10:50	Science	10
10:50-12:06	Math	76
12:06-12:46	Resource	40
12:46-12:57	History/Literacy	11
12:57-1:30	Lunch	33
1:30-1:45	Recess	15
1:45-2:15	Stodium/Literacy	30
2:15-3:00	History/Literacy	45



**Lunch**  
 Heaton- 12:57-1:22  
 Stuart- 12:59-1:24  
 Hines- 1:01- 1:26  
 Burris- 1:03- 1:28  
 Butler- 1:05- 1:30

**Wednesday First Grade Schedule**

Minutes

8:00-9:30	Literacy	90
9:30-9:50	Recess	20
9:50-10:00	Math	10
10:00-10:40	Science	40
10:40-11:10	Resource	30
11:10-11:40	Stodium/Literacy	30
11:40-12:13	Lunch	33
12:13-3:00	Math	47

**Lunch**  
 Heaton- 11:40-12:05  
 Stuart- 11:42-12:07  
 Hines- 11:44-12:09  
 Burris- 11:46-12:11  
 Butler- 11:48-12:13

**Second Grade Schedule**

Minutes

8:00-9:30	Literacy	90
9:30-9:50	Recess	20
9:50-10:31	Math	41
10:31-11:14	Science	43
11:14-11:54	Resource	40
11:54-12:27	Math	33
12:27-1:00	Lunch	33
1:00-1:10	Literacy/History	10
1:10-1:40	Studium/Literacy	30
1:40-2:00	Literacy/History	20
2:00-2:30	Math	20
2:30-2:53	Recess	23
2:53-3:00	History/Literacy	7



**Lunch**

Luke- 12:27-12:52  
 Melson- 12:29-12:54  
 Loeser- 12:31-12:56  
 Rabino- 12:33-12:58  
 McCue- 12:35-1:00

**Wednesday Second Grade Schedule**

Minutes

8:00-9:30	Literacy	90
9:30-10:08	Math	37
10:08-10:37	Resource	29
10:37-11:12	Literacy/History	35
11:12-11:30	Science	18
11:30-11:50	Recess	20
11:50-12:23	Lunch	33
12:23-12:53	Studium/Literacy	30
12:53-1:00	History/Literacy	7

**Lunch**

Luke- 11:50-12:15  
 Melson- 11:52-12:17  
 Loeser- 11:54-12:19  
 Rabino- 11:56-12:21  
 McCue- 11:58-12:23

**Third Grade Schedule**

Minutes

8:00-9:30	Literacy	90
9:30-10:10	Resource	40
10:10-11:10	Math	60
11:10-11:30	Recess	20
11:30-11:55	Math	25
11:55-12:25	Studium/Literacy	30
12:25-12:48	Science	23
12:48-1:19	Lunch	31
1:19-1:50	Science	31
1:50-2:10	Recess	20
2:10-3:00	Literacy/History	50



<p><b>Lunch</b>                  Weaver- 12:48-1:13                  Bett- 12:50-1:15                  Exum- 12:52-1:17                  Ingoldsby- 12:54- 1:19</p>
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**Wednesday Third Grade Schedule**

Minutes

8:00-8:20	Literacy/History	20
8:20-8:47	Math	27
8:47-9:15	Resource	28
9:15-10:45	Literacy	90
10:45-11:10	Studium/Literacy	25
11:10-11:45	Math	35
11:45-12:12	Recess	27
12:12-12:43	Lunch	31
12:43-12:53	Science	10
12:53-3:00	Literacy/History	7

<p><b>Lunch</b>                  Weaver-11:21-11:46                  Bett- 11:23-11:48                  Exum- 11:25-11:50                  Glynn- 11:27-11:52</p>
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**Fourth Grade Schedule**

Minutes

8:00-9:30	Literacy	90
9:30-10:25	Math	55
10:25-11:00	Recess	35
11:00-11:35	Math	35
11:35-11:45	Science	10
11:45-12:40	Literacy/History	55
12:40-1:09	Lunch	29
1:11-1:51	Resource	40
1:51-2:23	Science	32
2:23-2:53	Stodium/Literacy	30
2:53-3:00	Math	7



**Lunch**

Croft- 12:40-1:05  
 Hancock- 12:42-1:07  
 Wirkus- 12:44-1:09

**Wednesday Fourth Grade Schedule**

Minutes

8:00-9:30	Literacy	90
9:30-9:40	Math	10
9:40-10:05	Recess	25
10:05-10:38	Stodium/Literacy	33
10:38-11:07	Lunch	29
11:07-11:40	Math	32
11:40-12:15	Resource	35
12:15-12:53	Science	38
12:53-1:00	Literacy/History	7

**Lunch**

Croft- 10:38-11:03  
 Hancock- 10:40-11:05  
 Wirkus- 10:42-11:07

**Fifth Grade Schedule**

Minutes

8:00-9:30	Literacy	90
9:30-10:10	Math	40
10:10-10:39	Science	29
10:39-11:08	Lunch	29
11:08-11:15	Literacy/History	7
11:15-11:45	Studium	30
11:45-12:15	Math	30
12:15-1:15	Science	60
1:15-1:28	Math	28
1:28-2:03	Recess	35
2:03-2:53	Resource	50
2:53-3:00	Literacy/History	7



**Lunch**

Cox- 10:39-11:04  
 Scherer - 10:41-11:06  
 Willoughby- 10:43- 11:08

**Wednesday Fifth Grade Schedule**

Minutes

8:00-9:30	Literacy	90
9:30-10:00	Studium	30
10:00-10:32	Math	32
10:32-11:01	Lunch	29
11:01-11:33	Science	32
11:33-11:53	Literacy/History	20
11:53-12:18	Recess	25
12:18-12:48	Resource	30
12:48-1:00	Literacy/History	12

**Lunch**

Cox- 10:32-10:57  
 Scherer - 10:34-10:59  
 Willoughby- 10:36-11:01

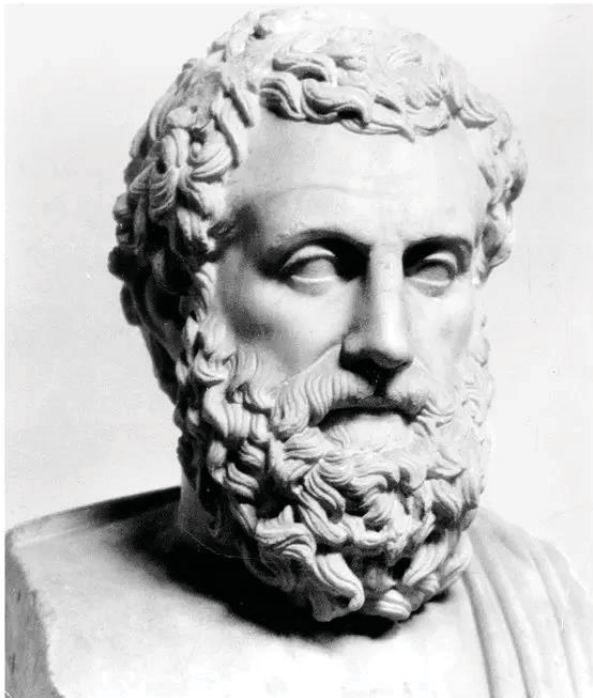




# **St. Johns Classical Academy**

## **Junior High and High School Curriculum & Graduation Handbook**

**Learn the True, Do the Good, Love the Beautiful**



If, therefore, there is some end of our actions that we wish for on account of itself, clearly this would be the good, that is, the best. And with a view to our life, then, is not the knowledge of this good of great weight, and would we not, like archers in possession of a target, better hit on what is needed?

Aristotle, *Nicomachean Ethics*,  
Book I

Come, my friends,  
'Tis not too late to seek a newer world.  
Push off, and sitting well in order smite  
The sounding furrows; for my purpose holds  
To sail beyond the sunset, and the baths  
Of all the western stars, until I die.  
It may be that the gulfs will wash us down:  
It may be we shall touch the Happy Isles,  
And see the great Achilles, whom we knew.  
Tho' much is taken, much abides; and tho'  
We are not now that strength which in old  
days  
Moved earth and heaven, that which we are,  
we are;  
One equal temper of heroic hearts,  
Made weak by time and fate, but strong in  
will  
To strive, to seek, to find, and not to yield.  
-Alfred, Lord Tennyson, "Ulysses"



# Curriculum

The curriculum at St. Johns Classical Academy teaches cultural literacy and emphasizes the intellectual and moral virtues through a content-rich, cohesive course of study. Our aim is to cultivate a love of the just, the beautiful, the good, and the true, and to make the pursuit of these things a way of life. We acknowledge objective standards of correctness, logic, and gravity whereby these may be judged.

Our hope is not merely to teach scholars skills, but to enrich their lives and inspire their souls.

The Western tradition is central to our study of history, literature, and philosophy, and within the Western tradition we single out America for particular attention. We engage in a rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions. The proper study of these areas relies on and fosters a school culture demanding moral virtue, decorum, respect, discipline, and studiousness among the scholars and faculty.

Our faculty is made up of well-educated men and women who lead the scholars in the pursuit of knowledge. The teacher begins as the center of attention, and through him or her the material achieves its place as the focus of learning.

**All of this is directed toward one end, the lasting happiness of our scholars as they become citizens and thinkers in their own right.**



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BARNEY CHARTER SCHOOL INITIATIVE

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HILLSDALE COLLEGE

PURSUING TRUTH · DEFENDING LIBERTY SINCE 1844

## Course of Study

1. The centrality of the Western tradition in the study of history, literature, and philosophy

2. A rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions
3. The teaching of Latin
4. The acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts
5. A school culture demanding moral virtue, decorum, respect, discipline, and studiousness among the scholars and faculty
6. A curriculum that is content-rich
7. A faculty where well-educated and articulate teachers explicitly convey real-world knowledge to scholars using traditional teaching methods
8. The effective use of technology without diminishing the faculty leadership that is crucial to academic achievement

## Grading Scale

Grade	Grading Scale	GPA	GPA Honors	GPA DE or AP
A	90-100%	4.0	4.5	5.0
B	80-89%	3.0	3.5	4.0
C	70-79%	2.0	2.5	3.0
D	60-69%	1.0	1.5	2.0
F	0-59%	0	0	0

## Grading

Scholars will receive report cards every 9 weeks. Only semester grades will count toward a scholar's grade point average in the Upper School. A semester grade for a class is the average (rounded to a tenth) of the numeric grades (percentages) from the two quarters in that semester. In order to calculate a GPA, numeric grades are converted into points based on the grading scales above. Points are awarded for each class at the end of a semester. The semester GPA is calculated by totaling those points and averaging them by the number of classes taken that semester. A final GPA is determined by adding all the points from each semester and averaging them. GPAs are rounded to a hundredth.

## Promotion

In 6<sup>th</sup>-12<sup>th</sup> grade, a scholar must attain a D or higher in each of the core subjects (English, Math, History, Science, Latin) to pass to the next grade. Scholars must retake core courses over the summer for which they receive a failing grade unless otherwise approved by the Headmaster. Because St. Johns Classical Academy does not offer summer school, scholars will need to earn credit through another suitable program approved in advance by the Headmaster.

## Grade Reporting and High School Transcripts

St. Johns Classical Academy does not inflate scholar grades, since doing so can prevent scholars from taking responsibility for their own improvement and from reaping the rewards of sustained

hard work. Nevertheless, much of the larger academic world does not share our view, and to ignore this would do a disservice to our scholars as they apply for colleges and scholarships.

In order to maintain the integrity of our scholars' education and achievements while recognizing the pressures of the broader academic world, St. Johns Classical Academy has adopted the following grading policy.

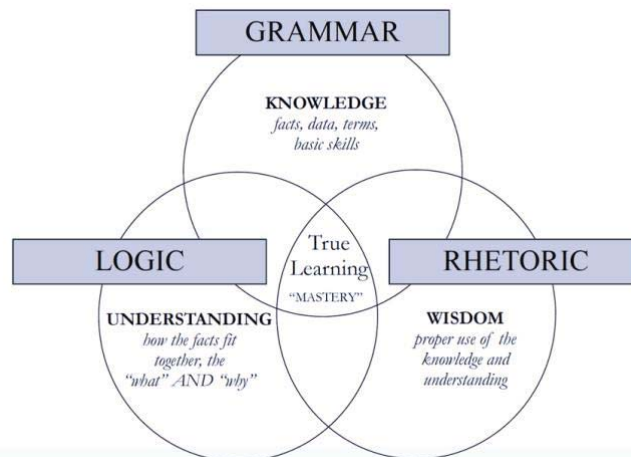
For purposes of official high school transcripts, certain courses will be given additional weight on the standard 4-point scale as follows:

- All core courses (Literature, History, Science, Mathematics, and Languages) are denoted as honors level, receiving a half-point (0.5) weight.
- Core courses that qualify scholars for the most advanced state diploma (Scholarly Diploma) are denoted as advanced, AP level, or DE, receiving a full-point (1.0) weight.
- Courses taken as part of a modified graduation plan through the instructional services department will be reported on a standard 4-point scale.

*\*Junior High (7<sup>th</sup>-8<sup>th</sup>) scholars taking a high school course (per CPALMS) will receive high school credit for their class and it will count toward their GPA. 6<sup>th</sup> graders taking a high school course will receive credit for the course, but it will not count towards their GPA.*

## Senior Thesis

The entirety of a scholar's education while at St. Johns Classical Academy points to the Senior Thesis. The Senior Thesis is a 10-15 page dissertation in which the scholar will have to defend a philosophical topic. Nothing prepares scholars for college or for the responsibilities of citizenship better than having a tentative answer to a question which must be defended through Socratic debate and academic pedagogy. In order to graduate with a St. Johns Classical Academy degree, Seniors must complete a Thesis under the supervision of a faculty advisor. Scholars will complete a 10-15-page thesis and defend it before the faculty, other scholars, and members of a panel.



## SJCA Classical Diplomas

All scholars at SJCA are expected to pursue the Classical Scholarly Diploma; however, a Standard Diploma option will be offered for those who are unable to meet the full requirements due to a learning disability. Parents who wish for their scholar to pursue the Classical Standard Diploma must have permission from the Headmaster, who will make a determination after



consulting with the student services department. In these cases, less rigorous courses would be pursued through a modified graduation plan.

## Classical Standard Diploma

In order to earn a Classical Standard Diploma, scholars must meet all of the following requirements:

- 4 credits in English
- 4 credits in Math (1 in Algebra, 1 in Geometry)
- 3 credits in Science (1 in Biology, 2 must have lab component)
- 3 credits in History (1 in World History, 1 in U.S. History, ½ credit in Economics, ½ in U.S. Government)
- 1 credit in Fine & Performing Arts, Speech & Debate, or Practical Arts
- 1 credit in Physical Education (taken online to meet the required online course)
- 8 credits in Electives
- Pass the 10<sup>th</sup> Grade English Language Arts FSA or a concordant score (found on SJCA's website)
- Successfully complete the SJCA Senior Thesis, with the appropriate accommodations and/or modifications based on the student's IEP or 504, within the Senior English class
- Pass the Algebra I EOC or a comparative score (found on SJCA's website)

## Classical Scholarly Diploma

In order to earn a Classical Scholarly Diploma, (in addition to the standard diploma requirements) scholars must meet all of the following requirements.

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC (waived for 19-20 COVID year due to cancelled testing)
- Earn 1 credit in Statistics or an equally rigorous course (AP Calculus)
- Pass the Algebra I EOC or a comparative score (Algebra I waived for 19-20 COVID year due to cancelled testing)
- Pass the Biology EOC\* (waived for 19-20 COVID year due to cancelled testing)
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC\*
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a Dual Enrollment course
- Earn at least ½ a credit in a moral philosophy class
- Successfully complete the SJCA Senior Thesis, with the appropriate accommodations and/or modifications based on the student's IEP or 504, within the Senior English class
- Earn at least 2 or more credits in Latin (based on the Latin sequence chart provided in this document)

\*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.

## Ranking & Valedictorian and Salutatorian

Due to the overall rigor of the curriculum and the small size of each class, St. Johns Classical Academy does not report rank. An exception is made for the ranking of valedictorian, salutatorian, and the top 10 percent of each graduating class.

At the end of the senior year, after completion of all high school coursework, the registrar produces a letter of rank for scholars in the top 10% of the class for the purpose of college admissions. To be included in ranking, scholars must be on track to complete the St. Johns Classical Academy Scholarly Diploma. Final rank for seniors is based solely on the classes taken at St. Johns Classical Academy. Scholars must attend their entire junior and senior year at SJCA to be considered for ranking for the top 10% as well as salutatorian and valedictorian.

The selection of the valedictorian and salutatorian is based on final grade point averages and upon good standing in terms of character. Scholars who have been disciplined for plagiarism or cheating while in high school cannot be valedictorian or salutatorian.

The scholar with the highest, cumulative weighted grade point average will be selected as valedictorian, and the scholar with the next highest GPA will be selected as salutatorian. Scholars must have been enrolled at SJCA for at least the full junior and senior years to be eligible for valedictorian or salutatorian.

Scholars in the running for valedictorian will be given notice of their eligibility for valedictorian and salutatorian at the end of the third quarter. If two or more of the top scholars have the same GPA at that time, the following procedure will be used to determine the valedictorian and salutatorian:

The Academy Advisor will use the percentage grades earned by the scholars in the high school courses in the years they have both been attending. Using the percentage grades earned, the Academy Advisor will calculate the scholars' precise GPAs to break the tie. If the precise GPAs are the same up to and including the thousandths place (third decimal point), a tie will be declared, and two scholars will be named valedictorian. The same process would take place in the case of a tie for salutatorian.

## 2021-2022 BCSI Courses

<b>Junior High Courses</b>	<b>High School Courses</b>
<b>6<sup>th</sup></b> Math Grammar, Literature & Composition Core Knowledge Science History & Geography Latin PE	<b>9<sup>th</sup></b> Math Ancient Literature Honors Biology Honors Ancient World History Honors Logic (.5) / Rhetoric (.5) Latin



Art & Music History	*1 Cocurricular
<p><b>7<sup>th</sup></b>  Math  Literature &amp; Poetry  Life &amp; Chemical Science  American History  Latin  PE .5 / Grammar &amp; Composition (.5)  Art (.5) / Music (.5)</p>	<p><b>10<sup>th</sup></b>  Math  British Literature Honors  Chemistry I Honors  European History Honors  Intro Moral Philosophy (.5) / Economics (.5)  Latin or Cocurricular  1 Cocurricular</p>
<p><b>8<sup>th</sup></b>  Math  Literature &amp; Poetry  Conceptual Physics  American History  Latin  PE (.5) / Grammar &amp; Composition (.5)  Art (.5) / Music (.5)</p>	<p><b>11<sup>th</sup></b>  Math  American Literature Honors  Physics I Honors  United States History Honors  Intro Moral Philosophy (.5) / Economics (.5)  Latin or Cocurricular  1 Cocurricular</p>
	<p><b>12<sup>th</sup></b>  Math  Modern Literature Honors &amp; Thesis  Physics I Honors  Modern World History Honors  Intro Moral Philosophy (.5) / Economics (.5)  American Government Honors  Latin or 1 Cocurricular</p>
<p><b><i>Math Sequence</i></b>  Dimensions Math, Algebra I Honors, Geometry Honors, Algebra II Honors,  Pre-Calculus Honors, AP Calculus</p>	

## Latin Courses

The following chart explains the Latin requirements at St. Johns Classical Academy.

Yellow Boxes are Required	Blue Boxes are <i>Highly</i> Recommended

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
6 <sup>th</sup>	Latin I	Latin II	Latin III Honors	Latin IV Honors	AP Latin		
7 <sup>th</sup>		Latin I	Latin II	Latin III Honors	Latin IV Honors	AP Latin	
8 <sup>th</sup>			Latin I	Latin II	Latin III Honors	Latin IV Honors	AP Latin
9 <sup>th</sup>				Latin I	Latin II	Latin III Honors	Latin IV Honors
10 <sup>th</sup>					Latin I	Latin II	Latin III Honors

## Why is Latin a Requirement?

### *Excerpt from Founders Classical Academy of Leander Handbook*

Part of what distinguishes our curriculum is the study of Latin, the language of the ancient Romans. But why study Latin? There are at least four reasons. The first and most important is that some of the best books in the history of the West are written in Latin. Thomas Jefferson, in proposing a course of study for the state of Virginia, claimed:

I think the Greeks & Romans have left us the present models which exist of fine composition. I know of no composition of any other ancient people, which merits the least regard as a model for its matter or style. To all this I add, that to read the Latin & Greek authors in their original, is a sublime luxury. I thank on my knees, him who directed my early education, for having put into my possession this rich source of delight; and I would not exchange it for anything which I could then have acquired and have not since acquired.

According to Jefferson, reading Latin teaches us about good writing, which nourishes the mind and teaches one to love what is well-ordered and beautiful.

A second reason to study Latin is that the West—Europe and America—is in large part rooted in Roman civilization. Some phrases we easily recognize, such as those in our sciences (*homo sapiens*), in our Constitution (*habeas corpus, ex post facto*) and in more familiar expressions such as A.D, i.e., and e.g. Further study in Latin teaches us about who we are as the descendants of Western civilization.

A third reason is that Latin requires a high degree of discipline and focus. Scholars who study Latin develop the confidence that comes with hard work and are in turn better prepared to study other romance languages.

A final and related reason is that Latin helps scholars understand English, preparing them to write more clearly and read more closely.

### *Excerpt from “Why Latin?”*

#### *Ms. Allison Kane, SJCA Upper School Latin Teacher*

Latin has practical uses. It is the origin of many words in our own language. Learning Latin vocabulary will improve scholars’ knowledge of English through our study of derivatives. Science courses use Latin as well, such as on the Periodic Table and in taxonomy. Scholars encounter Latin abbreviations when writing research papers. In fact, we use Latin every day. For example, the abbreviations “a.m.” and “p.m.” are Latin. I could give innumerable similar examples. Latin

roots are such an influential part of English that studying Latin serves to better our understanding of English.

In addition, learning Latin improves critical thinking skills. Latin is a combination of recognizable and predictable patterns. Our scholars not only identify those patterns, but they use them in order to successfully read Latin. Translating sentences teaches our scholars how to use logical thinking and deductive reasoning. They engage in discussion and defend their translations. Those who study Latin can more easily learn other languages as well, should they choose to pursue a different language.

Further, the impact of Latin is ubiquitous in our country. I call the moments where we recognize the influence of Latin in our daily life “Latin Moments,” a term I picked up from my own high school Latin teacher. These moments vary, from the 26 US states with Latin mottos to scientific terms to the use of Roman numerals on clocks or in books. The founding fathers of our country were well-versed in Latin and the history of Rome, a fact that is evident in the structure of our government. It is no coincidence that our forefathers chose the term “Senate” for one of the houses of Congress-the Romans used elected representatives in a Senate to make political decisions. It is impossible to understand the foundations of our country without studying the society of Ancient Rome, for it greatly influenced those most involved in our country’s formation.

It is easy to focus on the usefulness of Latin, but we do not study Latin only for its practicality. Of course, Latin offers so many benefits in both daily life and academic studies, but beyond that it contains inherent beauty. We read Latin because we want to learn about Rome, but we also want to *experience* the language. It is my duty as a Latin teacher to respond to the question “Why do we learn Latin?” However, once you realize that Latin is so prevalent in our lives- from Latin phrases in daily use, to our governmental system, to our language, and beyond- the question is no longer “Why should we study Latin?” but rather, “Why doesn’t everyone?”

## Testing

### FSA & NGSS

FSA Reading and Writing  
grades 6<sup>th</sup>-10<sup>th</sup>  
FSA Math for all grades  
prior to taking Algebra  
NGSS Science 8<sup>th</sup> grade

### EOC Tests

Civics EOC  
Algebra EOC  
Geometry EOC  
Biology EOC  
United States History EOC

### Recommend Testing

ASVAB  
PSAT/SAT  
Pre-ACT/ACT  
NMSQT  
CLT

## College Visit Absence Requests

High school scholars who meet the following criteria will be allowed to have two excused days of absence for a college visit during their junior year and two excused days of absence for a college visit during their senior year:

- The scholar must be on track to graduate on time.
- The scholar must be classified as a junior or senior based upon credits earned.
- The scholar must be passing all coursework.



- The scholar must not be truant.

Scholars must submit a “College Visit Absence Request Form” to the Attendance Secretary at least two days prior to the day requested for a college visit.

Hillsdale College, Hillsdale Michigan



## Frequently Asked Questions

### **How will a liberal arts education prepare my scholar for college and for a career?**

An education in the liberal arts (in other words, an education that allows a scholar to focus on the core subjects equally) is an excellent way to prepare for college, work, and life. With a thorough education in literature, history, math, science, Latin, music, and art, scholars learn about their interests and their strengths while they are still young. They develop a foundation of knowledge that will be of use to them in any course of study or career. They develop reading, writing, problem-solving, and communication skills that are essential for success in any field.

## **How can my child in 6th-12th grade to prepare for high school and graduation?**

Here's some advice from a recruiter at a prestigious university about preparing for graduation and college:

- Take the toughest classes possible. Colleges want to see that you're up for a challenge.
- Take responsibility for you: keep a calendar, and set your own alarm clock in the morning rather than waiting for mom or dad to wake you up.
- Be a leader: run for office at school or start a new scholar organization.
- Serve your school and community: volunteer for a cause you believe in.
- Explore your interests and discover your talents: don't be afraid to try out for a new sport, or learn an instrument.
- Read for pleasure.
- Learn Latin.
- Become a great writer.
- Work hard in school: your classes are the best practice for the ACT and SAT, and for college.

## **Do you offer Dual Enrollment or AP courses?**

We will offer various AP and Dual Enrollment course that meet very certain criteria. The curriculum taught in these courses must philosophically align with the BCSI Curriculum guide. A scholar who wishes to earn AP credit in other courses may do so by signing up to take an AP exam through the College Board. A scholar does not need to be enrolled in an AP course to take an AP exam. For some exams, SJCA's rigorous courses will be excellent preparation.

## **First Semester Assessments to be Administered**

### August

Literacy Essentials, McCall-Harby, McCall-Crabbs ongoing assessments K-5  
Singapore/Dimensions (1 of 3)

### September

Literacy Essentials, McCall-Harby, McCall-Crabbs ongoing assessments K-5  
Identify students below grade level and notify families (based on baseline data)- determine if interventions are needed  
Read Theory and IXL Math- 6-12

### October

Cambian ELA and Math Baseline Assessment 3<sup>rd</sup> -11<sup>th</sup> (computer based)  
Dibbles  
Literacy Essentials, McCall-Harby, McCall-Crabbs ongoing assessments K-5  
Read Theory and IXL Math- 6-12

### November

Literacy Essentials, McCall-Harby, McCall-Crabbs ongoing assessments K-5  
1st semester possible retention meetings scheduled  
Read Theory and IXL Math- 6-12

### December

Literacy Essentials, McCall-Harby, McCall-Crabbs ongoing assessments K-5  
Singapore/Dimensions (2 of 3)  
Read Theory and IXL Math- 6-12

## **Second Semester Assessments to be Administered**

### January

Literacy Essentials, McCall-Harby, McCall-Crabbs ongoing assessments K-5  
Dibbles  
Read Theory and IXL Math- 6-12

### February

Literacy Essentials, McCall-Harby, McCall-Crabbs ongoing assessments K-5  
Cambian ELA and Math Assessment 3<sup>rd</sup> -11<sup>th</sup> (computer based)  
Read Theory and IXL Math- 6-12

### March

Literacy Essentials, McCall-Harby, McCall-Crabbs ongoing assessments K-5  
State testing begins in late March  
Read Theory and IXL Math- 6-12

### April

Literacy Essentials, McCall-Harby, McCall-Crabbs ongoing assessments K-5  
Possible retention meetings held  
State Testing 3-12

### May

Literacy Essentials, McCall-Harby, McCall-Crabbs ongoing assessments K-5  
 Singapore/Dimensions (3 of 3)  
 Dibbles  
 State Testing 3-12

<i>Name of the Assessment</i>	<i>To whom is the assessment administered?</i>	<i>What component of reading/strand of standard is being assessed?</i>	<i>Assessment type</i>	<i>How often is the data being collected?</i>
IXL	3-12	All grade level ELA Standards	Progress Monitoring	Weekly
DIBELS	K-5	Phonological awareness, phonics, fluency, oral language	Progress Monitoring/Formative	Beginning, middle, end of year
Literacy Essentials: 1)Basic Code Assessment 2) Encoding and Decoding Phonograms 1-72	K-2	Phonics	Formative	Beginning, middle, end of year
Orthography Assessments: encoding and Decoding Spelling/Vocabulary Words	K-5	Monthly	Formative	Bimonthly
McCall Crabbs	K-5	Comprehension	Formative	Weekly
Current State Progress Monitoring Assessment	K-12, as needed	Fluency	Formative	Beginning, middle, end of year



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# Florida

## IXL alignment to Florida language arts standards



### Fully aligned content

IXL's skills are aligned to the Florida's B.E.S.T. Standards, the Language Arts Florida Standards (LAFS), and the Florida Early Learning and Developmental Standards, providing comprehensive coverage of language arts concepts and applications. With IXL's state standards alignments, you can easily find practice questions specifically tailored to each required standard.

### Track by standard

With the IXL Analytics standards center it's simple to view student progress towards state standards. The reports in the standards center allow you to quickly evaluate student aptitude and identify trouble spots.

Click on a grade to view your state's standards, find practice skills, and track performance.

Pre-K K First Second Third Fourth Fifth Sixth Seventh Eighth Ninth Tenth Eleventh Twelfth

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# Florida

## IXL alignment to Florida math standards



### Fully aligned content

IXL's skills are aligned to the Florida's B.E.S.T. Standards, the Math Florida Standards (MAFS), and the Florida Voluntary Prekindergarten Education Standards, providing comprehensive coverage of math concepts and applications. With IXL's state standards alignments, you can easily find unlimited practice questions specifically tailored to each required standard.

### Track by standard

With the IXL Analytics standards center it's simple to view student progress towards state standards. The reports in the standards center allow you to quickly evaluate student aptitude and identify trouble spots.

Click on a grade to view your state's standards, find practice skills, and track performance.

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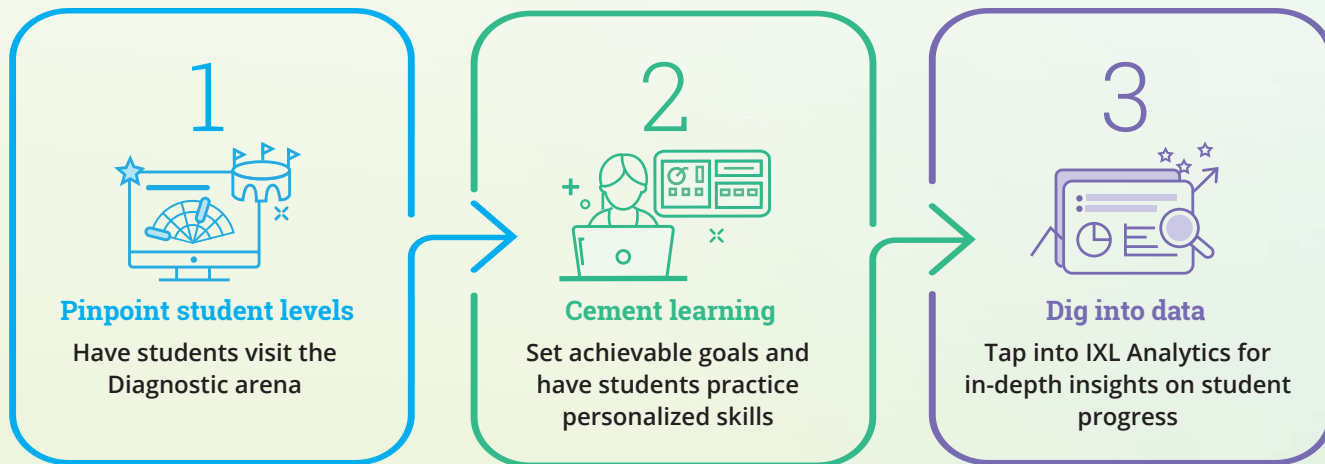
Not from Florida? [Find your standards >>](#)



## STEPS TO SUCCESSFUL IMPLEMENTATION

IXL's powerful analytics and personalization tools make it easy to set practical goals and progress monitor for every student.

At the beginning of every grading cycle:



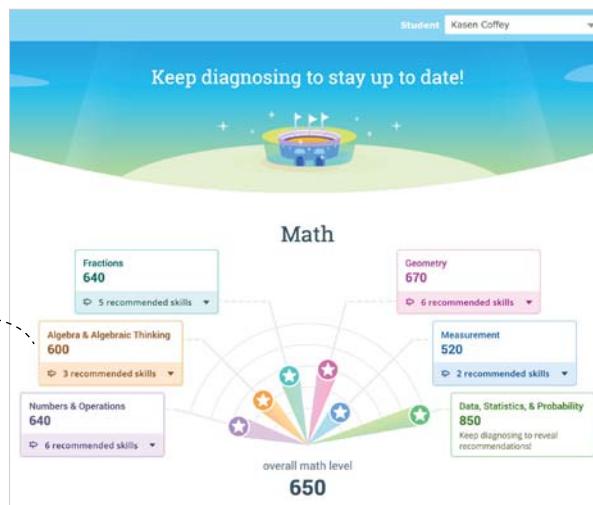
## LET'S TAKE A CLOSER LOOK AT HOW IXL SUPPORTS ONGOING PROGRESS MONITORING



### 1. Pinpoint student levels

Have students step into the Diagnostic arena and answer questions until all of their levels have been pinpointed. This can be done in multiple sessions: It only takes 45 minutes to get pinpointed on a subject, and an additional 2 hours spread out through the school year to keep those levels up to date.

**Tip:** Diagnostic levels correspond to grade levels. For example, a score of 600 indicates readiness to begin working on 6th grade skills.



# 2.

## Cement learning

With insights from the diagnostic, IXL creates a personalized action plan for each student.

### Set achievable goals

Use each student's individual action plan to set attainable goals for this grading cycle. Focus IEP goals around the lowest strand(s) and the recommended skills for that lowest strand.

Set a SmartScore goal of 80 (proficiency), then encourage students to strive for excellence (90) or mastery (100) if they feel ready.

**Pro Tip:** Share the printed report with parents during IEP meetings for concrete next steps they can implement at home.

**IXL Real-Time Diagnostic Action Plan**  
 Student: Kasen Coffey    September 1, 2020

The IXL Real-Time Diagnostic shows you what you know and what you're ready to learn next. Work on your personalized skill recommendations until you reach excellence (90+). Visit the Real-Time Diagnostic often to see how your stats change and to get new recommendations!

Have questions about the Real-Time Diagnostic? Visit [www.ixl.com/diagnostic/help](http://www.ixl.com/diagnostic/help)

**Math strand levels and recommendations**

**Overall math level**  
 650

**Numbers & Operations**  
 640

5 recommended skills

- Round decimals (Level G) ← MPB
- Put decimal numbers in order (Level H) ← QV2
- Evaluate exponents (Level H) ← ZDS
- Inequalities with multiplication (Level G) ← SPF
- Place value (Level G) ← 83P

**Algebra & Algebraic Thinking**  
 600

3 recommended skills

- Multiply a 2-digit number by a 2-digit number: word problems (Level F) ← QZG

### Practice personalized skills

Have each student click directly on their recommended IXL skills to practice them. They will be able to identify their strengths and weaknesses, own their learning, close gaps, and build confidence.

Keep diagnosing to stay up to date!

**Math**

- Fractions: 640 (5 recommended skills)
- Geometry: 670 (6 recommended skills)
- Algebra & Algebraic Thinking: 600 (3 recommended skills)
- Measurement: 520 (2 recommended skills)
- Data, Statistics, & Probability: 850 (Keep diagnosing to reveal recommendations)

Pop-up problem: Multiply a 2-digit number by a 2-digit number: word problems. A seed company filled 11 bags with seed. They put 28 grams of seed in each bag. How many grams of seed are there in all the bags combined?

**Recommendations**    Student: Kasen Coffey

See suggestions from your teachers

Here are all the math and language arts skills recommended just for you, based on what you've been working on recently. Explore the different types of recommendations, and click on any skill you'd like to try!

- Next up: Multiply a 2-digit number by a 2-digit number: word problems - Fourth grade
- Keep at it: Divide by 1-digit numbers: interpret remainders - Fifth grade (31)
- Work it out: Put decimal numbers in order - Sixth grade
- Keep at it: Find the missing exponent or base - Sixth grade (54)

# 3.

## Dig into data

### For progress monitoring: Questions Log

Progress monitor individual student's work on specific skills using the Questions Log. Easily uncover any patterns or misconceptions in their work for an effective reteach.

**Pro tip:** Click "Show missed questions only" and "Hide correct answers," then print the report to create a helpful worksheet for one-on-one review with each student.

The screenshot shows the 'Questions answered' report for a student named Kasen Coffey. It displays three questions from different sessions:

- SESSION 4: Saturday, August 22 | 3:02 - 3:02 PM** (SmartScore: 69 → 63)
  - Question 23 of 23: "What is the volume of this object?" (with a 3x3x3 cube image). Correct answer: 4. Kasen Coffey answered: 3.
- SESSION 3: Saturday, August 15 | 3:00 - 3:01 PM** (SmartScore: 73 → 69)
  - Question 22 of 23: "What is the volume of this object?" (with a 3x3x3 cube image). Correct answer: 26. Kasen Coffey answered: 28.
- SESSION 2: Saturday, August 8 | 3:00 - 3:01 PM** (SmartScore: 73 → 69)
  - Question 21 of 23: "What is the volume of this object?" (with a 3x3x3 cube image). Correct answer: 12. Kasen Coffey answered: 12.

### For annual IEP review: Progress and Improvement

Visualize the growth your student has made on specific IXL skills, and see every skill they practiced and their score progression for each.

Use this report to identify strengths and weaknesses, and along with the Diagnostic Action Plan, set new goals for the coming school year.

**Tip:** Get to this report quickly from here!

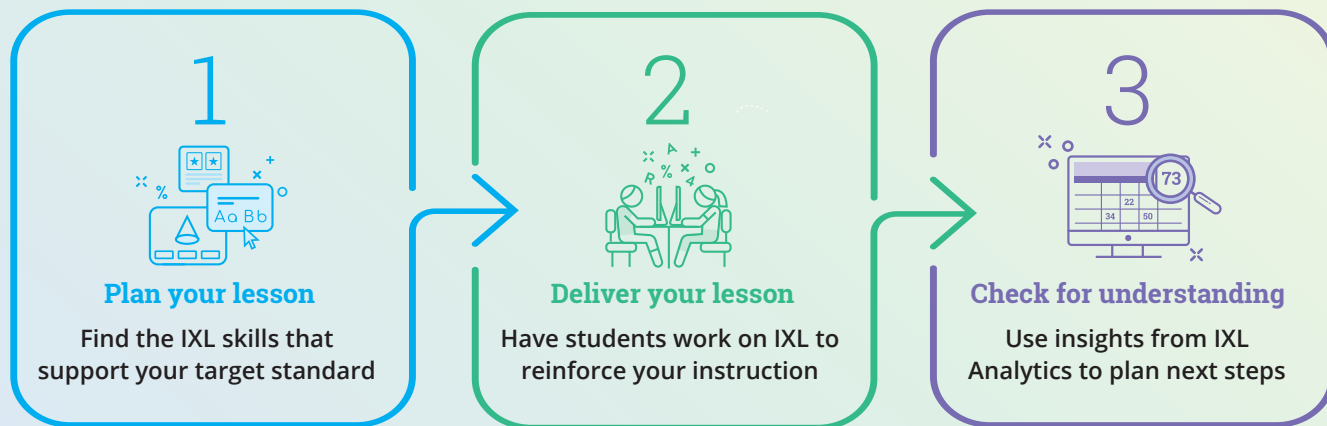
The screenshot shows the 'PROGRESS AND IMPROVEMENT' report for student Kasen Coffey. It features a table with columns for Skill, Time Spent, Questions, and Score Improvement. The data is organized by grade level (5th and 6th) and then by skill category (A through G).

SKILL	TIME SPENT	QUESTIONS	SCORE IMPROVEMENT
5TH GRADE			
6TH GRADE			
A. Division			
1. Divisibility rules	6 min	18	0 → 78
B. Exponents			
1. Write multiplication expressions using exponents	4 min	30	0 → 100
2. Evaluate exponents	4 min	25	0 → 30
4. Find the missing exponent or base	2 min	15	0 → 60
C. Number theory			
3. Prime or composite	47 min	78	0 → 74
4. Identify factors	21 min	50	0 → 100
D. Add and subtract decimals			
1. Add and subtract decimal numbers	4 min	9	0 → 90



## STEPS TO SUCCESSFUL IMPLEMENTATION

IXL has math and ELA skill plans for all state standards, giving teachers access to the precise skills that best cover their curriculum.



## LET'S TAKE A CLOSER LOOK AT HOW IXL SUPPORTS STANDARDS PREP

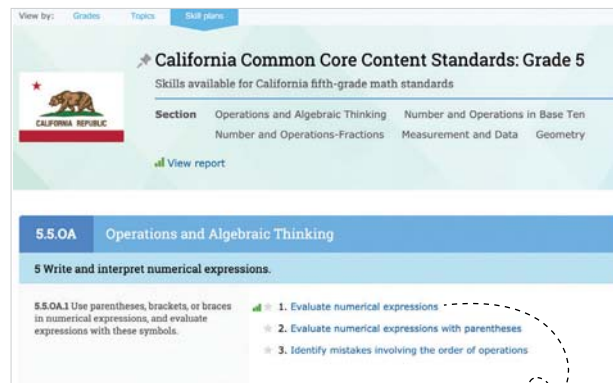
*Imagine: You are working with your class on the 5th grade math standards around operations and algebraic thinking.*

# 1.

### Plan your lesson



IXL unpacks every standard into targeted skills that help build student understanding and confidence. Use your state standards skill plan to find skills that will support your target standard. Be sure to pin your skill plan for easy access!



*These three skills will help your students develop proficiency on your target standard.*

## 2.

## Deliver your lesson

To deepen understanding of your lessons on place value, have students tackle the four supporting IXL skills during class or as homework.

Encourage your students to strive for a SmartScore of 80 (proficiency) on each skill. Remember that every IXL skill is adaptive, and will guide students from simpler tasks to more complex problems.





# 3. Check for understanding

## Score Grid

To see which students completed their assignments, visit the Score Grid report and turn on the Skill plans filter at the top of the page.

**Pro Tip:**

The Additional Options menu can make it even easier for you to check for assignment completion. Use the tools in this menu to view only the skills for your skill plan, as well as to highlight scores above 80.

## Standards Trouble Spots

Check out your Trouble Spots report and turn Skill plans "On" for instant insights on students who might be struggling with your target standard. Use the groupings provided to form small groups for reteaching.



To view a complete unpacking of your state's standards, visit [www.ixl.com/skill-plans](http://www.ixl.com/skill-plans)

## 2nd Grade Math Alignment- Florida BEST Standards

B.E.S.T. Standard		Dimensions Chapter and Lesson
MA.2.NSO.1 Understand the place value of three-digit numbers.		2A-Chapter 1- <ul style="list-style-type: none"> <li>● Tens and Ones</li> <li>● Counting by Tens or Ones</li> <li>● Comparing Tens and Ones</li> <li>● Hundreds, Tens, and Ones</li> <li>● Place Value</li> <li>● Comparing Hundreds, Tens, and Ones</li> <li>● Counting by Hundreds, Tens, or Ones</li> </ul>
MA.2.NSO.2 Add and subtract two- and three-digit whole numbers.		2A-Chapter 2- <ul style="list-style-type: none"> <li>● 1- Strategies for Addition</li> <li>● 2-Strategies for Subtraction</li> <li>● 3- Parts and Wholes</li> <li>● 4- Comparison</li> </ul> 2A-Chapter 3- <ul style="list-style-type: none"> <li>● Addition Without Regrouping</li> <li>● Subtraction Without Regrouping</li> <li>● Addition with Regrouping Ones</li> <li>● Addition with Regrouping Tens</li> <li>● Addition with Regrouping Tens and Ones</li> <li>● Subtraction with Regrouping from Tens</li> <li>● Subtraction with Regrouping from Hundreds</li> <li>● Subtraction with Regrouping from Two Places</li> <li>● Subtraction with Regrouping Across Zeros</li> </ul> 2B-Chapter 8- <ul style="list-style-type: none"> <li>● Adding Ones Mentally</li> <li>● Adding Tens Mentally</li> <li>● Making 100</li> <li>● Adding 97, 98, or 99</li> <li>● Subtracting Ones Mentally</li> <li>● Subtracting Tens Mentally</li> <li>● Subtracting 97, 98, or 99</li> </ul>

<p>MA.2.FR.1 Develop an understanding of fractions.</p>		<p>2B-Chapter 11-</p> <ul style="list-style-type: none"> <li>● Halves and Fourths</li> <li>● Writing Unit Fractions</li> <li>● Writing Fractions</li> <li>● Fractions that Make 1 Whole</li> <li>● Comparing and Ordering Fractions</li> </ul>
<p>MA.2.AR.1 Solve addition problems with sums between 0 and 100 and related subtraction problems.</p>		<p>2A-Chapter 2-</p> <ul style="list-style-type: none"> <li>● 1- Strategies for Addition</li> <li>● 2-Strategies for Subtraction</li> <li>● 3- Parts and Wholes</li> <li>● 4- Comparison</li> </ul> <p>2A-Chapter 3-</p> <ul style="list-style-type: none"> <li>● Addition Without Regrouping</li> <li>● Subtraction Without Regrouping</li> <li>● Addition with Regrouping Ones</li> <li>● Addition with Regrouping Tens</li> <li>● Addition with Regrouping Tens and Ones</li> <li>● Subtraction with Regrouping from Tens</li> <li>● Subtraction with Regrouping from Hundreds</li> <li>● Subtraction with Regrouping from Two Places</li> <li>● Subtraction with Regrouping Across Zeros</li> </ul> <p>2B-Chapter 8</p> <ul style="list-style-type: none"> <li>● Adding Ones Mentally</li> <li>● Adding Tens Mentally</li> <li>● Making 100</li> <li>● Adding 97, 98, or 99</li> <li>● Subtracting Ones Mentally</li> <li>● Subtracting Tens Mentally</li> <li>● Subtracting 97, 98, or 99</li> </ul>
<p>MA.2.AR.2 Demonstrate an understanding of equality and addition and subtraction.</p>		<p>2A-Chapter 2-</p> <ul style="list-style-type: none"> <li>● 1- Strategies for Addition</li> <li>● 2-Strategies for Subtraction</li> <li>● 3- Parts and Wholes</li> <li>● 4- Comparison</li> </ul> <p>2A-Chapter 3-</p> <ul style="list-style-type: none"> <li>● Addition Without Regrouping</li> <li>● Subtraction Without Regrouping</li> <li>● Addition with Regrouping Ones</li> <li>● Addition with Regrouping Tens</li> </ul>

		<ul style="list-style-type: none"> <li>● Addition with Regrouping Tens and Ones</li> <li>● Subtraction with Regrouping from Tens</li> <li>● Subtraction with Regrouping from Hundreds</li> <li>● Subtraction with Regrouping from Two Places</li> <li>● Subtraction with Regrouping Across Zeros</li> </ul> <p>2B-Chapter 8-</p> <ul style="list-style-type: none"> <li>● Adding Ones Mentally</li> <li>● Adding Tens Mentally</li> <li>● Making 100</li> <li>● Adding 97, 98, or 99</li> <li>● Subtracting Ones Mentally</li> <li>● Subtracting Tens Mentally</li> <li>● Subtracting 97, 98, or 99</li> </ul>
MA.2.AR.3 Develop an understanding of multiplication.		<p>2B-Chapter 6-</p> <ul style="list-style-type: none"> <li>● Multiplication — Part 1</li> <li>● Multiplication — Part 2</li> <li>● Division — Part 1</li> <li>● Division — Part 2</li> <li>● Multiplication and Division</li> </ul> <p>2B-Chapter 7-</p> <ul style="list-style-type: none"> <li>● The Multiplication Table of 5</li> <li>● Multiplication Facts of 5</li> <li>● The Multiplication Table of 2</li> <li>● Multiplication Facts of 2</li> <li>● The Multiplication Table of 10</li> <li>● Divide by 2</li> <li>● Divide by 5 and 10</li> <li>● Word Problems</li> </ul> <p>2B-Chapter 9-</p> <ul style="list-style-type: none"> <li>● The Multiplication Table of 3</li> <li>● Multiplication Facts of 3</li> <li>● Dividing by 3</li> <li>● The Multiplication Table of 4</li> <li>● Multiplication Facts of 4</li> <li>● Dividing by 4</li> </ul>
MA.2.M.1 Measure the length of objects and solve problems involving length.		<p>2A-Chapter 4</p> <ul style="list-style-type: none"> <li>● Centimeters</li> <li>● Estimating Length in Centimeters</li> </ul>

		<ul style="list-style-type: none"> <li>● Meters</li> <li>● Estimating Length in Meters</li> <li>● Using Rulers</li> <li>● Feet</li> </ul> 2A-Chapter 5- <ul style="list-style-type: none"> <li>● Grams</li> <li>● Kilograms</li> <li>● Pounds</li> </ul>
MA.2.M.2 Tell time and solve problems involving money.		2B- Chapter 10 <ul style="list-style-type: none"> <li>● Making \$1</li> <li>● Dollars and Cents</li> <li>● Making Change</li> <li>● Comparing Money</li> <li>● Adding Money</li> <li>● Subtracting Money</li> </ul> 2B-Chapter 12 <ul style="list-style-type: none"> <li>● Telling Time</li> <li>● Time Intervals</li> <li>● A.M. and P.M.</li> </ul>
MA.2.GR.1 Identify and analyze two-dimensional figures and identify lines of symmetry.		2B-Chapter 15- <ul style="list-style-type: none"> <li>● Straight and Curved Sides</li> <li>● Polygons</li> <li>● Semicircles and Quarter-circles</li> <li>● Patterns</li> <li>● Solid Shapes</li> </ul>
MA.2.GR.2 Describe perimeter and find the perimeter of polygons.		2B-Chapter 15- <ul style="list-style-type: none"> <li>● Straight and Curved Sides</li> <li>● Polygons</li> <li>● Semicircles and Quarter-circles</li> <li>● Patterns</li> <li>● Solid Shapes</li> </ul>
MA.2.DP.1 Collect, categorize, represent and interpret data using appropriate titles, labels and units.		2B-Chapter 14- <ul style="list-style-type: none"> <li>● Picture Graphs</li> <li>● Bar Graphs</li> </ul>

## 2nd Grade ELA Alignment- Florida BEST Standards

B.E.S.T. Standard		Literacy and Literature Lessons
<p>ELA.2.F.1 Applying Foundational Reading Skills Phonics and Word Analysis</p> <p>ELA.2.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.</p> <ul style="list-style-type: none"> <li>● a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).</li> <li>● b. Decode regularly spelled two-syllable words with long and short vowels.</li> <li>● c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).</li> <li>● d. Decode words with common prefixes and suffixes.</li> <li>● e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost)</li> </ul>		<ul style="list-style-type: none"> <li>● Literacy Essentials- 2nd Grade               <ul style="list-style-type: none"> <li>○ Quarter 1-4                   <ul style="list-style-type: none"> <li>■ Practice isolating, segmenting, and blending sounds with writing daily through informal and formal spelling</li> <li>■ Learn the sound/symbol relationship for the 72 common spelling patterns of English with writing</li> <li>■ Review phonograms 1-26 and 27-55</li> <li>■ Introduce phonograms 56-72</li> <li>■ Encode, Recode, Decode process of all spelling words</li> </ul> </li> </ul> </li> </ul>
<p>ELA.2.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or</p>		<ul style="list-style-type: none"> <li>● Hillsdale K-12 Novel Selection and Literacy Essentials Reading Scope and Sequence               <ul style="list-style-type: none"> <li>○ Weeks 1-2</li> </ul> </li> </ul>

<p>Expression.</p> <p>ELA.2.R.1.1: Identify plot structure and describe main story elements in a literary text.</p> <p>ELA.2.R.1.2: Identify and explain a theme of a literary text.</p> <p>ELA.2.R.1.3: Identify different characters' perspectives in a literary text.</p> <p>ELA.2.R.1.4: Identify rhyme schemes in poems.</p>		<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>■ Read informally spelled words</li> </ul> </li> <li>○ Week 3           <ul style="list-style-type: none"> <li>■ Read the words they spell</li> </ul> </li> <li>○ Weeks 3-36           <ul style="list-style-type: none"> <li>■ Read leveled text daily</li> </ul> </li> <li>○ Read Quarterly spelling list with mastery</li> <li>○ McCall Crabbs: Standard Test Lessons in Reading- Read and answer comprehension questions identifying main idea, theme, setting, character development, and plot.</li> <li>○ Teacher created assessments and questions for Hillsdale K12 novel selections (see Appendix A)</li> <li>○ Hillsdale K12 Poems and analyzation (see Appendix A)</li> </ul>
<p>ELA.2.R.2 Reading Informational Text Structure</p> <p>ELA.2.R.2.1: Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.</p> <p>ELA.2.R.2.2: Identify the central idea and relevant details in a text.</p> <p>ELA.2.R.2.3: Explain an author's purpose in an informational text.</p> <p>ELA.2.R.2.4: Explain an author's opinion(s) and supporting evidence</p>		<ul style="list-style-type: none"> <li>● Core Knowledge- Second Grade       <ul style="list-style-type: none"> <li>○ Exposed to text features such as titles, headings, graphs, maps, and glossaries</li> <li>○ Big Questions: Describe the main idea and essential question in each chapter</li> <li>○ Using quotes and features from the text to explain the purpose and opinion of the chapter</li> </ul> </li> <li>● See attachments (Appendix A)</li> </ul>



<p>ELA.2.R.3 Reading Across Genres Interpreting Figurative Language</p> <p>ELA.2.R.3.1: Identify and explain similes, idioms, and alliteration in text(s).</p> <p>ELA.2.R.3.2: Retell a text to enhance comprehension. a. Use main story elements in a logical sequence for a literary text. b. Use the central idea and relevant details for an informational text. Benchmark Clarifications: Clarification 1: Most grade-level texts are appropriate for this benchmark.</p> <p>ELA.2.R.3.3: Compare and contrast important details presented by two texts on the same topic or theme.</p>		<ul style="list-style-type: none"> <li>● Hillsdale K-12 Novel Selection and teacher created materials <ul style="list-style-type: none"> <li>○ Lessons in Reading- Read and answer comprehension questions identifying main idea, theme, setting, character development, and plot.</li> <li>○ Teacher created assessments and questions for Hillsdale K12 novel selections (see attachment)</li> <li>○ Read-Works article passages</li> </ul> </li> <li>● See Appendix A</li> </ul>
<p>ELA.2.C.1 Communicating Through Writing/ Handwriting</p> <p>ELA.2.C.1.1: Demonstrate legible printing skills. Narrative Writing</p> <p>ELA.2.C.1.2: Write personal or fictional narratives using a logical sequence of events, transitions, and an ending. Argumentative Writing</p> <p>ELA.2.C.1.3: Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion. Benchmark Clarifications: Clarification</p>		<ul style="list-style-type: none"> <li>● Core Knowledge- Second Grade <ul style="list-style-type: none"> <li>○ Exposed to text features such as titles, headings, graphs, maps, and glossaries</li> <li>○ Big Questions: Describe the main idea and essential question in each chapter</li> <li>○ Using quotes and features from the text to explain the purpose and opinion of the chapter</li> </ul> </li> <li>● See Appendix A</li> </ul>

<p>1: See Writing Types. Expository Writing</p> <p>ELA.2.C.1.4: Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion. Benchmark Clarifications: Clarification 1: See Writing Types. Improving Writing</p> <p>ELA.2.C.1.5: Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.</p>		
<p>ELA.2.C.2 Communicating Orally Oral Presentation</p> <p>ELA.2.C.2.1: Present information orally using complete sentences, appropriate volume, and clear pronunciation.</p>		<ul style="list-style-type: none"> <li>● Literacy Essentials <ul style="list-style-type: none"> <li>○ Questions and Answer Flow</li> </ul> </li> <li>● Socratic Discussion and Questioning throughout daily lessons</li> <li>● Hillsdale K-12 Poem and Oral Presentation Rubric (See Appendix A)</li> </ul>
<p>ELA.2.C.3 Following Conventions Conventions</p> <p>ELA.2.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. Benchmark Clarifications: Clarification 1: Skills to be mastered at this grade level are as follows: Form plurals -y to -ies. Use apostrophes to form contractions. Appropriately use pronouns. Use commas in a series. Use plural possessives.</p>		<ul style="list-style-type: none"> <li>● Literacy Essentials- 2nd Grade- Semester 1 <ul style="list-style-type: none"> <li>○ Literacy Components <ul style="list-style-type: none"> <li>■ Phonemic Awareness Practice</li> <li>■ Handwriting</li> <li>■ Phonograms</li> <li>■ Informal Spelling</li> <li>■ Formal Spelling</li> <li>■ Reading</li> <li>■ Read Aloud/Literature</li> <li>■ Grammar and Writing</li> </ul> </li> <li>○ Week 1 <ul style="list-style-type: none"> <li>■ Week Two <ul style="list-style-type: none"> <li>● Verbs</li> </ul> </li> <li>■ Week Four <ul style="list-style-type: none"> <li>● Nouns and</li> </ul> </li> </ul> </li> </ul> </li> </ul>

Use interjections. Skills to be implemented but not yet mastered are as follows: Conjugate regular and irregular verb tenses. Form and use regular and frequently occurring irregular plural nouns. Form and use the past tense of frequently occurring irregular verbs. Maintain consistent verb tense across paragraphs. Form and use irregular plural nouns. Form and use the progressive and perfect verb tenses. Use simple modifiers. Use prepositions and prepositional phrases. Form and use compound sentences. Use quotation marks with dialogue and direct quotations. Use commas to indicate direct address. Use subject-verb agreement with intervening clauses and phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons

- Pronouns
- Week Eight
  - Adverbs
- Week Ten
  - Conjunctions
- Week Eleven
  - Prepositions
- Week Seventeen
  - Conjunctions continued
- Week Twenty-Two
  - Verbs- Transitive and Intransitive
  - Classes of Verbs (Being verbs)

<p>ELA.2.C.4 Researching and Using Information</p> <p>ELA.2.C.4.1: Participate in research to gather information to answer a question about a single topic using multiple sources.</p>		<ul style="list-style-type: none"> <li>● Literacy Essentials- 2nd Grade <ul style="list-style-type: none"> <li>○ Quarter 2 <ul style="list-style-type: none"> <li>■ Informational writing: Multiple sentences about one topic from content areas: literature, science, and history</li> </ul> </li> </ul> </li> </ul>
<p>ELA.2.C.5 Creating and Collaborating Multimedia</p> <p>ELA.2.C.5.1: Use one or more multimedia element(s) to enhance oral or written tasks.</p>		<ul style="list-style-type: none"> <li>● IXL <ul style="list-style-type: none"> <li>○ Scholars use IXL to complete weekly lessons in reading and writing</li> </ul> </li> </ul>
<p>Technology in Communication</p> <p>ELA.2.C.5.2: Use digital tools to produce and publish writing individually or with peers and with support from adults.</p>		<ul style="list-style-type: none"> <li>● IXL <ul style="list-style-type: none"> <li>○ Scholars use IXL to complete weekly lessons in reading and writing</li> </ul> </li> </ul>

# **Appendix A**

Poetry and Oral Presentation Rubric

Teacher Created Test (Charlotte's Web)

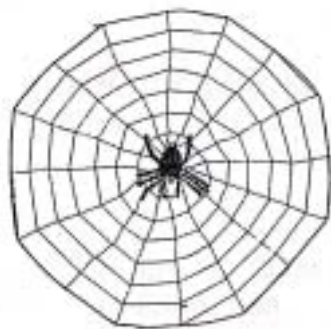
Core Knowledge Map

Core Knowledge Chapter Questions

### RUBRIC FOR QUALITY POETRY PRESENTATION

*Notes: This rubric is designed for unity in expectations across all grade levels. However, expectations and direction should be grade appropriate, emphasizing the basics in the younger grades. Remind students that being a good audience participant is important also. In the first year of use teachers should instruct on one row at a time, the sixth recitation then will be graded on all the criteria below. Then the expectations are consistent from that day forward.*

	5	4	3	2	1
<b>Memorization</b> The ability to recite poems from memory without any cue words or papers. <i>Begins and ends poem with Title and Author</i>	No Mistakes – Student is able to recite all lines from memory. Requires no prompts.	Missing only 1 or 2 words. Requires only a couple of prompts.	1 or 2 lines are left out. Requires several prompts.	3 or 4 lines are left out.	Only memorized a few lines.
<b>Fluency</b> The ability to speak easily, smoothly, and expressively.	Student recites poem with ease – no unnecessary pauses throughout the entire poem.	1 or 2 pauses.	Several pauses (4 or more).	Excessive pauses (5 or more).	Clearly not memorized.
<b>Volume</b> The use of proper volume.	Student is able to project their voice loud enough for entire class to hear.	Back of the room cannot hear the recitation.	Only half of the room can hear the student. Teacher may ask to speak louder.	Teacher can hear some words. Much too quiet.	Inaudible.
<b>Rate</b> The ability to speak at a steady consistent rate, allowing for expression.	Student's pace allows the audience to understand the recitation and is steady.	Slows down or speeds through once.	Slows down in a few lines or speeds through a few.	Inconsistent pace due to uncertainty or nerves.	Too slow or too fast for auditory processing of the recitation.
<b>Clarity</b> The act by which a student <u>annunciates</u> and projects to the audience.	Consistent annunciation throughout the entire poem.	Teacher had to ask student to repeat a few words – 1 or 2 mistakes.	Whole phrases are inaudible or unclear.	More than half of the poem is mumbled together. Poetry is not projected to audience.	Words run together; no clearly pronounced words.
<b>Expression, Posture, Eye Contact</b> Verbal and physical gestures that help to illustrate the poem.	Student is very expressive both verbally and with physical gestures. Stands up straight, keeps eye contact, uses appropriate facial expressions and gestures that enhance the presentation.	Great expression, maintains good posture and eye contact throughout, some facial expression and gestures.	Good expression. Makes conscience effort to maintain good posture and eye contact.	Some good expression. Slouches or leans. Very little eye contact.	No expression, Slouches, leans on the wall, no eye contact.



Name: \_\_\_\_\_

## Charlotte's Web

End of Book Test

### Matching

Match each character to the best description.

- |                         |   |
|-------------------------|---|
| 1. _____ Fern           | A. the hired man who works on the farm        |
| 2. _____ Wilbur         | B. gave Wilbur a buttermilk bath              |
| 3. _____ Mr. Zuckerman  | C. had a pet frog                             |
| 4. _____ Templeton      | D. wanted to "do away" with the runt          |
| 5. _____ Charlotte      | E. had an idio-idio-idiosyncrasy              |
| 6. _____ Goose          | F. thought it was an injustice to kill a runt |
| 7. _____ Avery          | G. got the words for Charlotte                |
| 8. _____ Mrs. Zuckerman | H. was lonely and wanted a friend             |
| 9. _____ Mr. Arable     | I. bought Wilbur from Mr. Arable              |
| 10. _____ Lurvy         | J. was a good friend to Wilbur                |



## Multiple Choice

Circle the best answer.

1. What did Fern convince her father **not** to do?
  - a. Get her a pet
  - b. take her to the fair
  - c. kill the runt
  - d. chop some wood.
  
2. Who told Wilbur how to get out of the yard?
  - a. the sheep
  - b. the goose
  - c. Charlotte
  - d. Fern
  
3. What did Templeton decide to keep under Wilbur's trough?
  - a. broken glass
  - b. dirt
  - c. an egg
  - d. manure
  
4. Why was Fern's mother so worried about her?
  - a. She didn't like any boys
  - b. She hated school
  - c. She wouldn't eat
  - d. She said that animals talked
  
5. What did Wilbur try to do twice, that he couldn't do?
  - a. spin a web
  - b. lay an egg
  - c. leave the barn
  - d. sing a song
  
6. How did Charlotte convince Templeton to help?
  - a. he could have an extra egg
  - b. by helping Wilbur, Templeton would be helping himself
  - c. it would make all the animals happy
  - d. Charlotte would give him any insects she caught in her web

7. Who hid in the crate with Wilbur?
- a. Lurvy and Avery
  - b. Templeton and Sheep
  - c. Charlotte and Lurvy
  - d. Charlotte and Templeton
8. What was the last word that Charlotte wrote in her web?
- a. Humble
  - b. Terrific
  - c. Radiant
  - d. Some Pig
9. How did they revive Wilbur when he fainted at the fair?
- a. Mr. Zuckerman yelled at him
  - b. Lurvy threw water on him
  - c. Templeton bit his tail
  - d. Mrs. Zuckerman gave him a bath
10. Who was with Charlotte when she died?
- a. Wilbur
  - b. Fern
  - c. Templeton
  - d. No one

**Short Answer**

Answer each question in complete sentences.

1. Why was Charlotte a good friend to Wilbur? Use at least 2 examples from the story.

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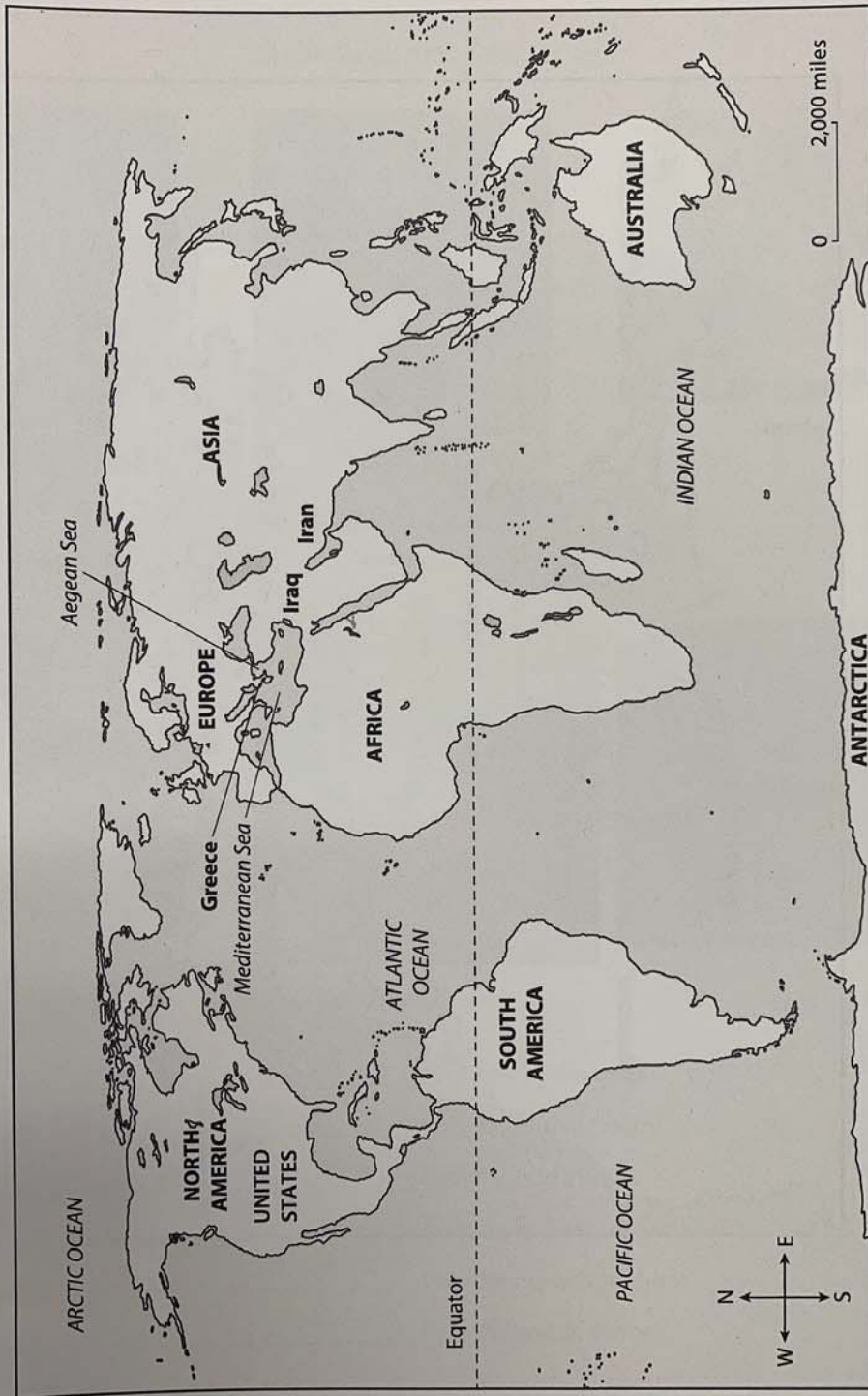
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Name \_\_\_\_\_ Date \_\_\_\_\_

World Map



**Ask students the following questions:**

**LITERAL**—Who was Alexander?

- » Alexander was the son of the king of Macedonia, and he was a student of Aristotle.

**EVALUATIVE**—Why is Alexander called Alexander the Great?

- » Alexander is called Alexander the Great because he conquered more land than anyone had done before, became richer than anyone else, and ruled more people than any previous king.

**Now ask students to look at the image on page 31 as you read aloud.**

Alexander was a strong, intelligent king, and he was also a fearless fighter. One of the first things he did when he became king was to attack Greece's old enemies, the Persians. At the time, Alexander just had a small army, and he did not have a navy. Alexander faced the Persian king, Darius III, in a battle and was so fierce that the king and the Persian army fled. Alexander won a great victory. Over time, Alexander went on to conquer all of the Persian Empire, the largest and most powerful empire of its time.



31

**CORE VOCABULARY**—Explain that **fearless** means without fear. Alexander fought without being afraid. He was very brave.

**SUPPORT**—Tell students that to **face** someone is to meet them in person; to challenge them. Explain that “**faced in a battle**” means that Alexander and Darius III met in a fight during the war.

**CORE VOCABULARY**—Explain that **fierce** means violent or strong.

**CORE VOCABULARY**—Explain that **fled** means ran away.



## 5th Grade ELA Alignment- Florida BEST Standards

B.E.S.T. Standard		Dimensions Chapter and Lesson
<p>ELA.5.F.1 Learning and Applying Foundational Reading Skills</p> <p>ELA.5.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.</p> <p>ELA.5.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p>		<p>Hillsdale K12 Program Guide</p> <ul style="list-style-type: none"> <li>● Novel Selections               <ul style="list-style-type: none"> <li>○ The Secret Garden</li> <li>○ Wind in the Willows</li> <li>○ The Adventures of Tom Sawyer</li> <li>○ The Adventures of Sherlock Holmes</li> <li>○ The Narrative of Frederick Douglass</li> <li>○ Alice in Wonderland</li> </ul> </li> </ul> <p>Literacy Essentials</p> <ul style="list-style-type: none"> <li>● Scholars practice grade level appropriate words through curriculum content.</li> <li>● Syllabication, encoding, recoding, and decoding of words</li> <li>● Understanding greek and latin etymology of words</li> </ul>
<p>ELA.5.R.1.1: Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.</p> <p>ELA.5.R.1.2: Explain the development of stated or implied theme(s) throughout a literary text</p> <p>ELA.5.R.1.3: Describe how an author develops a character’s perspective in a literary text.</p>		<ul style="list-style-type: none"> <li>● Hillsdale K-12 Novel Selection and Literacy Essentials Reading Scope and Sequence               <ul style="list-style-type: none"> <li>○ McCall Crabbs: Standard Test Lessons in Reading- Read and answer comprehension questions identifying main idea, theme, setting, character development, and plot.</li> <li>○ Teacher created assessments and questions for Hillsdale K12 novel selections (see Appendix A)</li> <li>○ Hillsdale K12 Poems and</li> </ul> </li> </ul>

<p>ELA.5.R.1.4: Explain how figurative language and other poetic elements work together in a poem.</p>		<p>analyzation (see Appendix A)</p>
<p>ELA.5.R.2.1: Explain how text structures and/or features contribute to the overall meaning of texts.</p> <p>ELA.5.R.2.2: Explain how relevant details support the central idea(s), implied or explicit.</p> <p>ELA.5.R.2.3: Analyze an author’s purpose and/or perspective in an informational text</p> <p>ELA.5.R.2.4: Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.</p>		<ul style="list-style-type: none"> <li>● Hillsdale K-12 Novel Selection and Literacy Essentials Reading Scope and Sequence <ul style="list-style-type: none"> <li>○ McCall Crabbs: Standard Test Lessons in Reading- Read and answer comprehension questions identifying main idea, theme, setting, character development, and plot.</li> <li>○ Teacher created assessments and questions for Hillsdale K12 novel selections (see Appendix A)</li> <li>○ Hillsdale K12 Poems and analyzation (see Appendix A)</li> </ul> </li> </ul>
<p>ELA.5.R.3.1: Analyze how figurative language contributes to meaning in text(s).</p> <p>ELA.5.R.3.2: Summarize a text to enhance comprehension. a. Include plot and theme for a literary text. b. Include the central idea and relevant details for an informational text</p>		<ul style="list-style-type: none"> <li>● Hillsdale K-12 Novel Selection and Literacy Essentials Reading Scope and Sequence <ul style="list-style-type: none"> <li>○ McCall Crabbs: Standard Test Lessons in Reading- Read and answer comprehension questions identifying main idea, theme, setting, character development, and plot.</li> <li>○ Teacher created assessments and questions for Hillsdale K12 novel selections (see Appendix A)</li> </ul> </li> </ul>

<p>ELA.5.R.3.3: Compare and contrast primary and secondary sources related to the same topic.</p>		<ul style="list-style-type: none"> <li>○ Hillsdale K12 Poems and analyzation (see Appendix A)</li> </ul>
<p>ELA.5.C.1.1: Demonstrate fluent and legible cursive writing skills.</p> <p>ELA.5.C.1.2: Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.</p> <p>ELA.5.C.1.3: Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.</p> <p>ELA.5.C.1.4: Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.</p> <p>ELA.5.C.1.5: Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.</p>		<ul style="list-style-type: none"> <li>● Hillsdale K12 Program Guide <ul style="list-style-type: none"> <li>○ Composition <ul style="list-style-type: none"> <li>■ Informative Essay</li> <li>■ Narrative Essay</li> <li>■ Persuasive Essay</li> </ul> </li> </ul> </li> <li>● Literacy Essentials <ul style="list-style-type: none"> <li>○ Cursive Writing Packet and Instruction</li> </ul> </li> <li>● Core Knowledge- Fifth Grade <ul style="list-style-type: none"> <li>○ Exposed to text features such as titles, headings, graphs, maps, and glossaries</li> <li>○ Big Questions: Describe the main idea and essential question in each chapter</li> <li>○ Using quotes and features from the text to explain the purpose and opinion of the chapter</li> <li>○ See Appendix A</li> </ul> </li> <li>● Hillsdale K-12 Novel Selection and teacher created materials <ul style="list-style-type: none"> <li>○ Lessons in Reading- Read and answer comprehension questions identifying main idea, theme, setting, character development, and plot.</li> <li>○ Teacher created assessments and questions for Hillsdale K12 novel selections (see attachment)</li> <li>○ Read-Works article passages</li> <li>○ See Appendix A</li> </ul> </li> </ul>



<p>ELA.5.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p>		<ul style="list-style-type: none"> <li>● Literacy Essentials <ul style="list-style-type: none"> <li>○ Questions and Answer Flow</li> </ul> </li> <li>● Socratic Discussion and Questioning throughout daily lessons</li> <li>● Hillsdale K-12 Poem and Oral Presentation Rubric (See Appendix A)</li> </ul>
<p>ELA.5.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>		<p>Hillsdale K12 Program Guide</p> <ul style="list-style-type: none"> <li>● Composition <ul style="list-style-type: none"> <li>○ Informative Essay</li> <li>○ Narrative Essay</li> <li>○ Persuasive Essay</li> </ul> </li> <li>● Well Ordered Language Level 3A <ul style="list-style-type: none"> <li>○ Four Kinds of Sentences and Principal Elements</li> <li>○ Adverbs &amp; Adjectives</li> <li>○ Predicate Verb, Predicate Nominative, Predicate Adjective</li> <li>○ Prepositional Phrases</li> <li>○ Personal Pronouns</li> <li>○ Sensory Linking Verbs</li> <li>○ Indirect Objects</li> <li>○ Interrogative Pronouns</li> <li>○ Relative (Adjectival) Clauses</li> </ul> </li> <li>● Well Ordered Language Level 3B <ul style="list-style-type: none"> <li>○ Adverbial Elements: Adverbs &amp; Interrogative Adverbs, Adverbial Prepositional Phrases, Adverbial Noun Phrases</li> <li>○ Adverbial Clauses</li> <li>○ Reflexive Pronouns</li> <li>○ Verbals- Participles</li> <li>○ Verbals-Gerunds</li> <li>○ Verbals-Infinitives</li> <li>○ Types of Sentences: Simple, Compound, Compound-Complex</li> </ul> </li> </ul>
<p>ELA.5.C.4.1: Conduct research to answer a</p>		<ul style="list-style-type: none"> <li>● Literacy Essentials- 5nd Grade <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>

<p>question, organizing information about the topic and using multiple reliable and valid sources.</p>		<ul style="list-style-type: none"> <li>■ Informational writing: Multiple sentences about one topic from content areas: literature, science, and history</li> </ul>
<p>ELA.5.C.5.1: Arrange multimedia elements to create emphasis in oral or written tasks.</p> <p>ELA.5.C.5.2: Use digital writing tools individually or collaboratively to plan, draft, and revise writing.</p>		<ul style="list-style-type: none"> <li>● IXL <ul style="list-style-type: none"> <li>○ Scholars use IXL to complete weekly lessons in reading and writing</li> </ul> </li> </ul>
<p>ELA.5.V.1.1: Recognize and appropriately use grade-level academic vocabulary in speaking and writing.</p> <p>ELA.5.V.1.2: Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content.</p> <p>ELA.5.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</p>		<p>Hillsdale K-12 Program Guide</p> <ul style="list-style-type: none"> <li>● English from the Roots Up Volume II <ul style="list-style-type: none"> <li>○ 100 Roots</li> </ul> </li> </ul>

# **Appendix A**

Poetry and Oral Presentation Rubric

Teacher Created Test (The Secret Garden)

Core Knowledge Map

Core Knowledge Chapter Questions

### RUBRIC FOR QUALITY POETRY PRESENTATION

*Notes: This rubric is designed for unity in expectations across all grade levels. However, expectations and direction should be grade appropriate, emphasizing the basics in the younger grades. Remind students that being a good audience participant is important also. In the first year of use teachers should instruct on one row at a time, the sixth recitation then will be graded on all the criteria below. Then the expectations are consistent from that day forward.*

	5	4	3	2	1
<b>Memorization</b> The ability to recite poems from memory without any cue words or papers. <i>Begins and ends poem with Title and Author</i>	No Mistakes – Student is able to recite all lines from memory. Requires no prompts.	Missing only 1 or 2 words. Requires only a couple of prompts.	1 or 2 lines are left out. Requires several prompts.	3 or 4 lines are left out.	Only memorized a few lines.
<b>Fluency</b> The ability to speak easily, smoothly, and expressively.	Student recites poem with ease – no unnecessary pauses throughout the entire poem.	1 or 2 pauses.	Several pauses (4 or more).	Excessive pauses (5 or more).	Clearly not memorized.
<b>Volume</b> The use of proper volume.	Student is able to project their voice loud enough for entire class to hear.	Back of the room cannot hear the recitation.	Only half of the room can hear the student. Teacher may ask to speak louder.	Teacher can hear some words. Much too quiet.	Inaudible.
<b>Rate</b> The ability to speak at a steady consistent rate, allowing for expression.	Student's pace allows the audience to understand the recitation and is steady.	Slows down or speeds through once.	Slows down in a few lines or speeds through a few.	Inconsistent pace due to uncertainty or nerves.	Too slow or too fast for auditory processing of the recitation.
<b>Clarity</b> The act by which a student <u>annunciates</u> and projects to the audience.	Consistent annunciation throughout the entire poem.	Teacher had to ask student to repeat a few words – 1 or 2 mistakes.	Whole phrases are inaudible or unclear.	More than half of the poem is mumbled together. Poetry is not projected to audience.	Words run together; no clearly pronounced words.
<b>Expression, Posture, Eye Contact</b> Verbal and physical gestures that help to illustrate the poem.	Student is very expressive both verbally and with physical gestures. Stands up straight, keeps eye contact, uses appropriate facial expressions and gestures that enhance the presentation.	Great expression, maintains good posture and eye contact throughout, some facial expression and gestures.	Good expression. Makes conscience effort to maintain good posture and eye contact.	Some good expression. Slouches or leans. Very little eye contact.	No expression, Slouches, leans on the wall, no eye contact.

# The Secret Garden

## Chapters 11-15

### Quiz

1. Which comparisons of Mary and Colin are true? **Select two options.**
  - a. Mary believes Colin is dying; Colin does not
  - b. Mary was contrary in the beginning of the story; Colin is contrary now
  - c. Mary goes outside to explore; Colin does too
  - d. Mary has been in the secret garden; Colin has not
  - e. Mary has no biological parents; Colin has no biological parents either
2. How are Mary and Dickon **most** similar?
  - a. They are both the same age
  - b. They both enjoy watching things grow and change
  - c. They both have lived on the moor their entire lives
  - d. They both go to school

3. Read the sentence from the text. Then answer the question.

“ When first we got in here, it (the garden) seemed like everything was **gray**”- Dickon

What does the use of the word **gray** suggest?

- a. The garden is the color gray
  - b. Stormy and raining
  - c. Boring and dull
  - d. Close to death
4. This question has two parts. First answer Part A. Then answer Part B.

Part A:

Which inference about Colin is best supported by the text?

- a. Colin will not get better, and will die soon
- b. Colin is not actually sick, he is just sad
- c. Colin has been sick for years, and started taking his medicine when Mary started coming to see him
- d. Colin will not get better because his doctor is upset that he is out of bed and excited.

Part B

What evidence **best** supports your answer in Part A? **Select two options.**

- a. "If she had lived I believe I should not have always been ill, I dare say I should have lived."
- b. "He wouldn't set eyes on the baby. He said it would be a hunchback just like him."
- c. "I heard them whisper I was going to die. They think I can't hear them but I can."
- d. "And they laughed so that in the end they were making as much noise as if they had been two ordinary healthy natural ten-year-old creatures"
- e. "I am afraid there has been too much excitement. Excitement is not good for you, my boy."

5. Read this sentence and the directions that follow.

"Dickon is a kind and caring boy who respects nature and the world around him."

Which sentence from the text **best** supports this inference?

- a. "Then Mary knew Dickon had meant the picture to be a message. He would keep her secret."
- b. "I got to see Dickon!. It was lovely."
- c. "My dinner is easy to carry, Mother always let me keep some in my pocket."
- d. "We must not stir. Robin is building his nest. We must not disturb him. When he gets used to us, he'll start to chirp and be around us again."

6. Mary asks Mr. Craven if she can have a "bit of earth,". What does "bit of earth" mean as it is used in the novel?

- a. A piece of the earth like a rock or gemstone
- b. A plot of land to make a garden
- c. A plot of land to build a house on
- d. A piece of the earth like a tree or bush to sit under

7. Does Mr. Craven make Mary get a Governess? YES NO

8. In Colin's room, he had a picture covered with a curtain. Who was the picture of?  
(RESTATE AND WRITE IN CURSIVE FOR FULL CREDIT)

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9. When Mary told Martha she knew about Colin, Martha was nervous. Why was Martha nervous that Mary found Colin? (RESTATE AND WRITE IN CURSIVE FOR FULL CREDIT)

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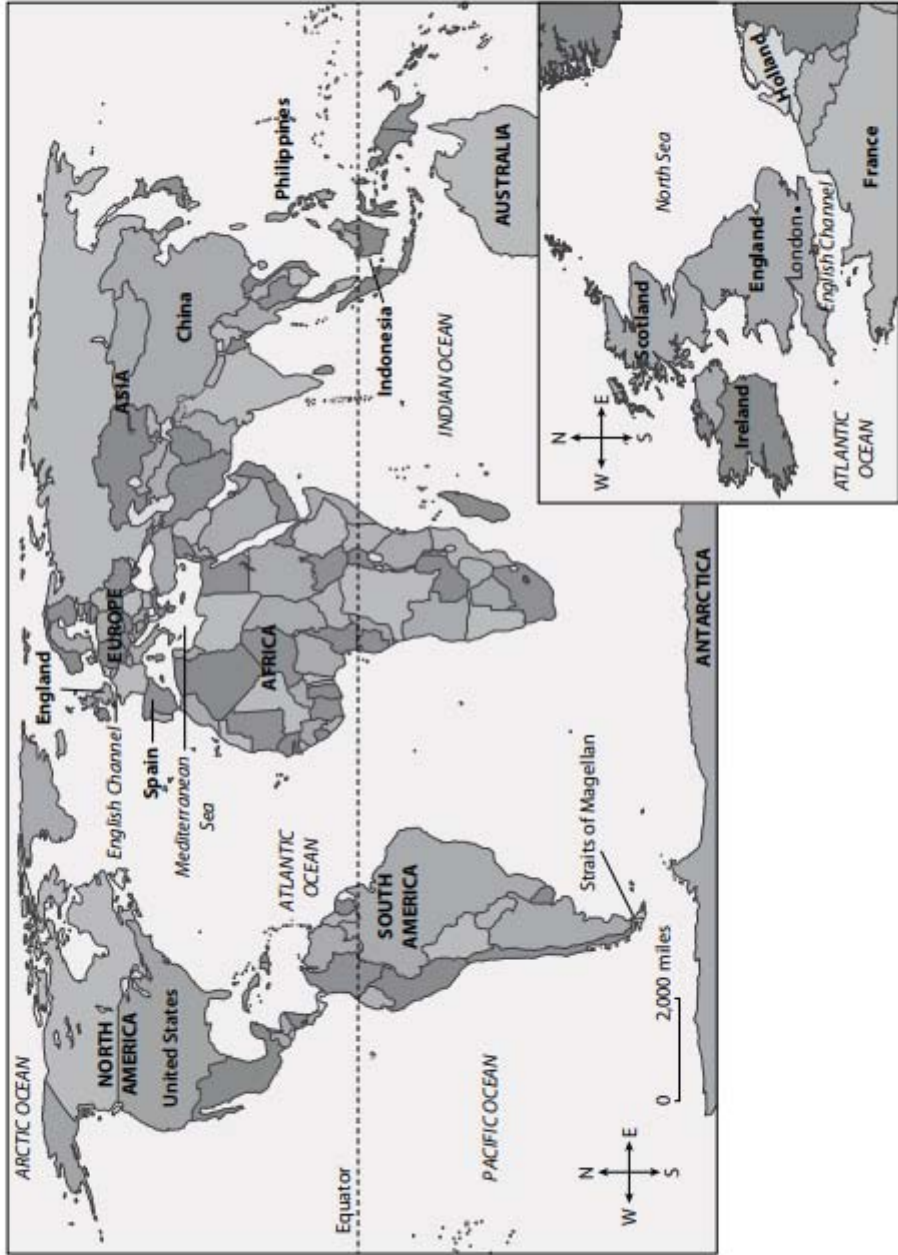
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10. Which sentence explains why Dickon told Mary to be quiet and still in the garden?
- a. "I knew he was mate hunting, building his nest."
  - b. "It's the springtime."
  - c. "If we talk about him, I can't help but look at him."
  - d. "Don't you like hiding in the garden?"



Name \_\_\_\_\_ Date \_\_\_\_\_

### World Map



## Chapter 2

# From Artisan to Artist

**The Artist Elevated** When we visit an art museum, we are not surprised that an artist has put his or her name on the canvas or chiseled it into the stone. Nor are we surprised that a museum might advertise an exhibit of work from a particular artist.

### The Big Question

What were some of the changes that occurred during the Renaissance for artists and the work they produced?

We do not find it unusual that the architect's name is cut into the cornerstone of a building. When we hear a piece of music, we usually also expect to learn who composed it.

But it was not always this way. Before the Renaissance, painters did not generally sign their works. Architects did not typically carve their names on the buildings they built. Musicians were rarely given credit for music they composed.

In the medieval period, artists did not have the status that they enjoy today. They were thought of as artisans or craftspeople. The way people saw it, painters and sculptors worked with their hands, just like a shoemaker, baker, or bricklayer. They often worked for low wages

## 5th Grade Math Alignment- Florida BEST Standards

B.E.S.T. Standard	Dimensions Chapter and Lesson
<p>MA.5.NSO.1 Understand the place value of multi-digit numbers with decimals to the thousandths place.</p> <p>MA.5.NSO.1.1 Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.</p> <p>MA.5.NSO.1.2 Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.</p> <p>MA.5.NSO.1.3 Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.</p> <p>MA.5.NSO.1.4 Plot, order and compare multi-digit numbers with decimals up to the thousandths.</p> <p>MA.5.NSO.1.5 Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.</p>	<p>5A-Chapter 1-</p> <ul style="list-style-type: none"> <li>● Tens and Ones</li> <li>● Counting by Tens or Ones</li> <li>● Comparing Tens and Ones</li> <li>● Hundreds, Tens, and Ones</li> <li>● Place Value</li> <li>● Comparing Hundreds, Tens, and Ones</li> <li>● Counting by Hundreds, Tens, or Ones</li> </ul> <p>5A-Chapter 10</p> <ul style="list-style-type: none"> <li>● Adding Decimals to Thousandths</li> <li>● Subtracting Decimals</li> <li>● Multiplying by 0.1 or 0.01</li> <li>● Multiplying by a Decimal</li> <li>● Dividing by a Whole Number - Part 1</li> <li>● Dividing by a Whole Number - Part 2</li> <li>● Dividing a Whole Number by 0.1 and 0.01</li> <li>● Dividing a Whole Number by a Decimals</li> </ul> <p>5B- Chapter 9</p> <ul style="list-style-type: none"> <li>● Thousandths</li> <li>● Place Value to Thousandths</li> <li>● Comparing Decimals</li> <li>● Rounding Decimals</li> <li>● Multiply Decimals by 10, 100 and 1,000</li> <li>● Divide Decimals by 10, 100 and 1,000</li> <li>● Conversion of Measures 5.MD.1 9 Mental Calculation</li> </ul>

<p>MA.5.NSO.2 Add, subtract, multiply and divide multi-digit numbers.</p> <p>MA.5.NSO.2.1 Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.</p> <p>MA.5.NSO.2.2 Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.</p> <p>MA.5.NSO.2.3 Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.</p> <p>MA.5.NSO.2.4 Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value.</p> <p>MA.5.NSO.2.5 Multiply and divide a multi-digit number with decimals to the tenths by onetenth and one-hundredth with procedural reliability.</p>		<p>5A- Chapter 3</p> <ul style="list-style-type: none"> <li>● Multiplying by a 2-digit Number - Part 1</li> <li>● Multiplying by a 2-digit Number - Part 2</li> <li>● Dividing by a Multiple of Ten</li> <li>● Divide a 2-digit Number by a 2-digit Number</li> <li>● Divide a 3-digit Number by a 2-digit Number - Part 1</li> <li>● Divide a 3-digit Number by a 2-digit Number - Part 2</li> <li>● Divide a 4-digit Number by a 2-digit Number</li> </ul> <p>5B- Chapter 9</p> <ul style="list-style-type: none"> <li>● Thousandths</li> <li>● Place Value to Thousandths</li> <li>● Comparing Decimals</li> <li>● Rounding Decimals</li> <li>● Multiply Decimals by 10, 100 and 1,000</li> <li>● Divide Decimals by 10, 100 and 1,000</li> </ul> <p>5.NBT.1 5.NBT.2 8 Conversion of Measures 5.MD.1 9 Mental Calculation</p>
<p>MA.5.FR.1 Interpret a fraction as an answer to a division problem.</p> <p>MA.5.FR.1.1 Given a mathematical or real-world</p>		<p>5A-Chapter 4-</p> <ul style="list-style-type: none"> <li>● Fractions and Division</li> <li>● Adding Unlike Fractions</li> <li>● Subtracting Unlike Fractions</li> <li>● Adding Mixed Numbers</li> <li>● Adding Mixed Numbers - Part 2</li> </ul>

<p>problem, represent the division of two whole numbers as a fraction.</p> <p>MA.5.FR.2 Perform operations with fractions.</p> <p>MA.5.FR.2.1 Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.</p> <p>MA.5.FR.2.2 Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.</p> <p>MA.5.FR.2.3 When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.</p> <p>MA.5.FR.2.4 Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.</p>		<ul style="list-style-type: none"> <li>● Subtracting Mixed Numbers - Part 1</li> <li>● Subtracting Mixed Numbers - Part 2</li> </ul> <p>5A-Chapter 5</p> <ul style="list-style-type: none"> <li>● Multiplying a Fraction by a Whole Number</li> <li>● Multiplying a Whole Number by a Fraction</li> <li>● Word Problems - Part 1</li> <li>● Multiplying a Fraction by a Unit Fraction</li> <li>● Multiplying a Fraction by a Fraction - Part 1</li> <li>● Multiplying a Fraction by a Fraction - Part 2</li> <li>● Multiplying Mixed Numbers</li> <li>● Word Problems - Part 2</li> <li>● Fractions and Reciprocals</li> </ul> <p>5A-Chapter 6</p> <ul style="list-style-type: none"> <li>● Dividing a Unit Fraction by a whole Number</li> <li>● Dividing a Fraction by a Whole Number</li> <li>● Dividing a Whole Number by a Unit Fraction</li> <li>● Dividing a Whole Number by a Fraction</li> <li>● Word Problems</li> </ul>
<p>MA.5.AR.1 Solve problems involving the four operations with whole numbers and fractions.</p> <p>MA.5.AR.1.1 Solve multi-step real-world problems involving any combination of the four</p>		<p>5A-Chapter 4-</p> <ul style="list-style-type: none"> <li>● Fractions and Division</li> <li>● Adding Unlike Fractions</li> <li>● Subtracting Unlike Fractions</li> <li>● Adding Mixed Numbers</li> <li>● Adding Mixed Numbers - Part 2</li> <li>● Subtracting Mixed Numbers - Part 1</li> <li>● Subtracting Mixed Numbers - Part 2</li> </ul>



<p>operations with whole numbers, including problems in which remainders must be interpreted within the context.</p> <p>MA.5.AR.1.2 Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.</p> <p>MA.5.AR.1.3 Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.</p>		<p>5A-Chapter 5</p> <ul style="list-style-type: none"> <li>● Multiplying a Fraction by a Whole Number</li> <li>● Multiplying a Whole Number by a Fraction</li> <li>● Word Problems - Part 1</li> <li>● Multiplying a Fraction by a Unit Fraction</li> <li>● Multiplying a Fraction by a Fraction - Part 1</li> <li>● Multiplying a Fraction by a Fraction - Part 2</li> <li>● Multiplying Mixed Numbers</li> <li>● Word Problems - Part 2</li> <li>● Fractions and Reciprocals</li> </ul> <p>5A-Chapter 6</p> <ul style="list-style-type: none"> <li>● Dividing a Unit Fraction by a whole Number</li> <li>● Dividing a Fraction by a Whole Number</li> <li>● Dividing a Whole Number by a Unit Fraction</li> <li>● Dividing a Whole Number by a Fraction</li> <li>● Word Problems</li> </ul>
<p>MA.5.AR.2 Demonstrate an understanding of equality, the order of operations and equivalent numerical expressions.</p> <p>MA.5.AR.2.1 Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.</p> <p>MA.5.AR.2.2 Evaluate multi-step numerical expressions using order of operations.</p> <p>MA.5.AR.2.3 Determine and explain whether an equation</p>		<p>5B- Chapter 10</p> <ul style="list-style-type: none"> <li>● Expressions with Parentheses</li> <li>● Order of Operations - Part 1</li> <li>● Order of Operations - Part 2</li> <li>● Other Ways to Write and Evaluate Expressions</li> <li>● Word Problems - Part 1</li> <li>● Word Problems - Part 2</li> </ul>

<p>involving any of the four operations is true or false.</p> <p>MA.5.AR.2.4 Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position.</p>		
<p>MA.5.AR.3 Analyze patterns and relationships between inputs and outputs.</p> <p>MA.5.AR.3.1 Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.</p> <p>MA.5.AR.3.2 Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.</p>		<p>5B- Chapter 12</p> <ul style="list-style-type: none"> <li>● Average - Part 1</li> <li>● Average - Part 2</li> <li>● Line Plots</li> <li>● Coordinate Graphs</li> <li>● Straight Line Graphs</li> </ul>
<p>MA.5.M.1 Convert measurement units to solve multi-step problems.</p> <p>MA.5.M.1.1 Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.</p>		<p>5B-Chapter 7</p> <ul style="list-style-type: none"> <li>● Fractions and Measurement Conversions</li> <li>● Fractions and Area</li> <li>● Area of Triangle - Part 1</li> <li>● Area of Triangle - Part 2</li> <li>● Area of Complex Figures</li> </ul>



<p>MA.5.M.2 Solve problems involving money.</p> <p>MA.5.M.2.1 Solve multi-step real-world problems involving money using decimal notation.</p>		<p>5B-Chapter 14</p> <ul style="list-style-type: none"> <li>● Meaning of Percentage</li> <li>● Expressing Percentages as Fractions</li> <li>● Percentages as Decimals</li> <li>● Expressing Fractions as Percentages</li> </ul>
<p>MA.5.GR.1 Classify two-dimensional figures and three-dimensional figures based on defining attributes.</p> <p>MA.5.GR.1.1 Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.</p> <p>MA.5.GR.1.2 Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.</p>		<p>5B- Chapter 11</p> <ul style="list-style-type: none"> <li>● Measuring Angles</li> <li>● Angles and Lines</li> <li>● Classifying Triangles</li> <li>● The Sum of Angles in a Triangle</li> <li>● The Exterior Angle of a triangle.</li> <li>● Classifying Quadrilaterals</li> <li>● Angles of Quadrilaterals - Part 1</li> <li>● Angles of Quadrilaterals - Part 2</li> <li>● Drawing Triangles and Quadrilaterals</li> </ul>
<p>MA.5.GR.2 Find the perimeter and area of rectangles with fractional or decimal side lengths.</p> <p>MA.5.GR.2.1 Find the perimeter and area of a rectangle with fractional or decimal side lengths using</p>		<p>5B- Chapter 11</p> <ul style="list-style-type: none"> <li>● Measuring Angles</li> <li>● Angles and Lines</li> <li>● Classifying Triangles</li> <li>● The Sum of Angles in a Triangle</li> <li>● The Exterior Angle of a triangle.</li> <li>● Classifying Quadrilaterals</li> <li>● Angles of Quadrilaterals - Part 1</li> <li>● Angles of Quadrilaterals - Part 2</li> </ul>

<p>visual models and formulas.</p>		<ul style="list-style-type: none"> <li>● Drawing Triangles and Quadrilaterals</li> </ul> <p>5B-Chapter 7</p> <ul style="list-style-type: none"> <li>● Fractions and Measurement Conversions</li> <li>● Fractions and Area</li> <li>● Area of Triangle - Part 1</li> <li>● Area of Triangle - Part 2</li> <li>● Area of Complex Figures</li> <li>● Measuring Angles</li> <li>● Angles and Lines</li> <li>● Classifying Triangles</li> <li>● The Sum of Angles in a Triangle</li> <li>● The Exterior Angle of a triangle.</li> <li>● Classifying Quadrilaterals</li> <li>● Angles of Quadrilaterals - Part 1</li> <li>● Angles of Quadrilaterals - Part 2</li> <li>● Drawing Triangles and Quadrilaterals</li> </ul>
<p>MA.5.GR.3 Solve problems involving the volume of right rectangular prisms.</p> <p>MA.5.GR.3.1 Explore volume as an attribute of three-dimensional figures by packing them with unit cubes without gaps. Find the volume of a right rectangular prism with whole-number side lengths by counting unit cubes.</p> <p>MA.5.GR.3.2 Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.</p> <p>MA.5.GR.3.3 Solve real-world problems involving the volume of right rectangular prisms, including problems with an unknown edge length, with whole-number edge lengths using a visual model or a</p>		<p>5B-Chapter 7</p> <ul style="list-style-type: none"> <li>● Fractions and Measurement Conversions</li> <li>● Fractions and Area</li> <li>● Area of Triangle - Part 1</li> <li>● Area of Triangle - Part 2</li> <li>● Area of Complex Figures</li> <li>● Measuring Angles</li> <li>● Angles and Lines</li> <li>● Classifying Triangles</li> <li>● The Sum of Angles in a Triangle</li> <li>● The Exterior Angle of a triangle.</li> <li>● Classifying Quadrilaterals</li> <li>● Angles of Quadrilaterals - Part 1</li> <li>● Angles of Quadrilaterals - Part 2</li> <li>● Drawing Triangles and Quadrilaterals</li> </ul> <p>5B-Chapter 8</p> <ul style="list-style-type: none"> <li>● Cubic Units</li> <li>● Volume of Cuboids</li> <li>● Finding the Length of an Edge</li> <li>● Volume of Complex Shapes</li> <li>● Volume and Capacity - Part 1</li> <li>● Volume and Capacity - Part 2</li> </ul>

<p>formula. Write an equation with a variable for the unknown to represent the problem.</p>		
<p>MA.5.GR.4 Plot points and represent problems on the coordinate plane.</p> <p>MA.5.GR.4.1 Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.</p> <p>MA.5.GR.4.2 Represent mathematical and real-world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.</p>		<p>5B- Chapter 12</p> <ul style="list-style-type: none"> <li>● Average - Part 1</li> <li>● Average - Part 2</li> <li>● Line Plots</li> <li>● Coordinate Graphs</li> <li>● Straight Line Graphs</li> </ul>
<p>MA.5.DP.1 Collect, represent and interpret data and find the mean, mode, median or range of a data set.</p> <p>MA.5.DP.1.1 Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.</p> <p>MA.5.DP.1.2 Interpret numerical data, with whole-number values, represented with tables or line plots by determining the</p>		<p>5B- Chapter 12</p> <ul style="list-style-type: none"> <li>● Average - Part 1</li> <li>● Average - Part 2</li> <li>● Line Plots</li> <li>● Coordinate Graphs</li> <li>● Straight Line Graphs</li> </ul>

mean, mode, median or range.		

# Attachment G –

Proposed discipline  
policy or student code of  
conduct, if applicable

Not Applicable

**2022 FLORIDA NOT FOR PROFIT CORPORATION ANNUAL REPORT**

DOCUMENT# N16000005129

**Entity Name:** ST. JOHNS CLASSICAL ACADEMY, INC.

**Current Principal Place of Business:**

114 CANOVA RD  
FLEMING ISLAND, FL 32003

**Current Mailing Address:**

114 CANOVA RD  
FLEMING ISLAND, FL 32003

**FEI Number:** 81-2606245

**Certificate of Status Desired:** Yes

**Name and Address of Current Registered Agent:**

MILLER, AMY  
114 CANOVA RD  
FLEMING ISLAND, FL 32003 US

*The above named entity submits this statement for the purpose of changing its registered office or registered agent, or both, in the State of Florida.*

**SIGNATURE:** \_\_\_\_\_

Electronic Signature of Registered Agent

\_\_\_\_\_ Date

**Officer/Director Detail :**

Title           TREASURER  
Name           MILLER, AMY  
Address        1575 ISLAND BREEZE POINT  
City-State-Zip: FLEMING ISLAND FL 32003

Title           PRESIDENT  
Name           HUTCHINGS, DIANE  
Address        5341 DEER ISLAND  
City-State-Zip: GREEN COVE SPRINGS FL 32043

Title           SECRETARY  
Name           HORNE, JAMES WALLACE  
Address        1766 PRESERVE POINT TERRACE  
City-State-Zip: FLEMING ISLAND FL 32003

Title           OFFICER  
Name           MARTIN, CARLYLE  
Address        3135 US HIGHWAY 17,  
City-State-Zip: FLEMING ISLAND, FL 32003

Title           OFFICER  
Name           HARTIN, GERALDINE CAROL  
Address        3767 WATERSIDE DR.  
City-State-Zip: ORANGE PARK FL 32073

*I hereby certify that the information indicated on this report or supplemental report is true and accurate and that my electronic signature shall have the same legal effect as if made under oath; that I am an officer or director of the corporation or the receiver or trustee empowered to execute this report as required by Chapter 617, Florida Statutes; and that my name appears above, or on an attachment with all other like empowered.*

**SIGNATURE:** AMY MILLER

**FOUNDING TREASURER**

**01/05/2022**

\_\_\_\_\_ Electronic Signature of Signing Officer/Director Detail

\_\_\_\_\_ Date

N16000005129

(Requestor's Name)

(Address)

(Address)

(City/State/Zip/Phone #)

PICK-UP     WAIT     MAIL

(Business Entity Name)

(Document Number)

Certified Copies \_\_\_\_\_ Certificates of Status \_\_\_\_\_

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TALLAHASSEE FLORIDA

VH



**COVER LETTER**

Department of State  
Division of Corporations  
P. O. Box 6327  
Tallahassee, FL 32314

SUBJECT: St. Johns River Classical Academy Inc.  
(PROPOSED CORPORATE NAME - MUST INCLUDE SUFFIX)

Enclosed is an original and one (1) copy of the Articles of Incorporation and a check for :

\$70.00  
Filing Fee

\$78.75  
Filing Fee &  
Certificate of  
Status

\$78.75  
Filing Fee  
& Certified Copy

\$87.50  
Filing Fee,  
Certified Copy  
& Certificate

**ADDITIONAL COPY REQUIRED**

FROM: Amy Miller  
Name (Printed or typed)

1575 Island Breeze Point  
Address

Fleming Island, FL 32003  
City, State & Zip

904. 204. 8850  
Daytime Telephone number

amy.e.miller1@gmail.com  
E-mail address: (to be used for future annual report notification)

**NOTE: Please provide the original and one copy of the articles.**

**ARTICLES OF INCORPORATION**  
In compliance with Chapter 617, F.S., (Not for Profit)

FILED  
16 MAY 16 AM 8:06  
SECRETARY OF STATE  
TALLAHASSEE FLORIDA

**ARTICLE I NAME**

The name of the corporation shall be: St. Johns River Classical Academy Inc.

**ARTICLE II PRINCIPAL OFFICE**

Principal street address:

1575 Island Breeze Point  
Fleming Island, FL 32003

Mailing address, if different is:

**ARTICLE III PURPOSE**

The purpose for which the corporation is organized is: Provide charitable and  
educational services through the operation  
of one or more charter schools within the state  
of Florida.

**ARTICLE IV MANNER OF ELECTION**

The manner in which the directors are elected and appointed: Director  
positions are appointed.

**ARTICLE V INITIAL OFFICERS AND/OR DIRECTORS**

Name and Title: Amy Miller Director  
Address: 1575 Island Breeze Pt.  
Fleming Island, FL  
32003

Name and Title: Alan Stevenson Director  
Address: 3091 Winged Foot Circle  
Green Cove Springs, FL  
32043

Name and Title: Diane Hutchings Director  
Address: 2830 Grande Oaks Way  
Fleming Island, FL 32003

Name and Title: \_\_\_\_\_  
Address: \_\_\_\_\_

Name and Title: \_\_\_\_\_  
Address: \_\_\_\_\_

Name and Title: \_\_\_\_\_  
Address: \_\_\_\_\_

Name and Title: \_\_\_\_\_ Name and Title: \_\_\_\_\_

Address \_\_\_\_\_ Address: \_\_\_\_\_

Name and Title: \_\_\_\_\_ Name and Title: \_\_\_\_\_

Address \_\_\_\_\_ Address: \_\_\_\_\_

FILED  
16 MAY 16 AM 8:06  
SECRETARY OF STATE  
TALLAHASSEE FLORIDA

**ARTICLE VI REGISTERED AGENT**

The name and Florida street address (P.O. Box NOT acceptable) of the registered agent is:

Name: Amy Miller  
Address: 1575 Island Breeze Pt.  
Fleming Island, FL 32003

**ARTICLE VII INCORPORATOR**

The name and address of the Incorporator is:

Name: Amy Miller  
Address: 1575 Island Breeze Pt.  
Fleming Island, FL 32003

**ARTICLE VIII EFFECTIVE DATE:**

Effective date, if other than the date of filing: \_\_\_\_\_ (OPTIONAL)

(If an effective date is listed, the date must be specific and cannot be more than five business days prior or 90 business days after the filing.)

**Note:** If the date inserted in this block does not meet the applicable statutory filing requirements, this date will not be listed as the document's effective date on the Department of State's records.

*Having been named as registered agent to accept service of process for the above stated corporation at the place designated in this certificate, I am familiar with and accept the appointment as registered agent and agree to act in this capacity*

Amy Miller  
Required Signature of Registered Agent

5-10-16  
Date

*I submit this document and affirm that the facts stated herein are true. I am aware that any false information submitted in a document to the Department of State constitutes a third degree felony as provided for in s.817.155, F.S.*

Amy Miller  
Required Signature of Incorporator

5-10-16  
Date



[Department of State](#) / [Division of Corporations](#) / [Search Records](#) / [Search by Entity Name](#) /

## Detail by Entity Name

Florida Not For Profit Corporation  
ST. JOHNS CLASSICAL ACADEMY, INC.

### Filing Information

<b>Document Number</b>	N16000005129
<b>FEI/EIN Number</b>	81-2606245
<b>Date Filed</b>	05/16/2016
<b>State</b>	FL
<b>Status</b>	ACTIVE
<b>Last Event</b>	AMENDMENT
<b>Event Date Filed</b>	03/30/2017
<b>Event Effective Date</b>	NONE

### Principal Address

114 CANOVA RD  
FLEMING ISLAND, FL 32003

Changed: 08/23/2018

### Mailing Address

114 CANOVA RD  
FLEMING ISLAND, FL 32003

Changed: 08/23/2018

### Registered Agent Name & Address

MILLER, AMY  
114 CANOVA RD  
FLEMING ISLAND, FL 32003

Name Changed: 08/23/2018

Address Changed: 08/23/2018

### Officer/Director Detail

#### **Name & Address**

Title Treasurer

MILLER, AMY

1575 ISLAND BREEZE POINT  
FLEMING ISLAND, FL 32003

Title President

HUTCHINGS, DIANE  
5341 DEER ISLAND  
Green Cove Springs, FL 32043

Title Secretary

Horne, James Wallace  
1766 Preserve Point Terrace  
Fleming Island, FL 32003

Title Officer

Martin, Carlyle  
3135 US Highway 17,  
Fleming Island,, FL 32003

Title Officer

Hartin, Geraldine Carol  
3767 Waterside Dr.  
Orange Park, FL 32073

**Annual Reports**

Report Year	Filed Date
2020	04/13/2020
2021	02/01/2021
2022	01/05/2022

**Document Images**

<a href="#">01/05/2022 -- ANNUAL REPORT</a>	View image in PDF format
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<a href="#">04/13/2020 -- ANNUAL REPORT</a>	View image in PDF format
<a href="#">03/13/2019 -- ANNUAL REPORT</a>	View image in PDF format
<a href="#">08/23/2018 -- Reg. Agent Change</a>	View image in PDF format
<a href="#">03/20/2018 -- ANNUAL REPORT</a>	View image in PDF format
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<a href="#">01/20/2017 -- ANNUAL REPORT</a>	View image in PDF format
<a href="#">12/27/2016 -- Amendment</a>	View image in PDF format
<a href="#">09/08/2016 -- Amendment and Name Change</a>	View image in PDF format
<a href="#">05/16/2016 -- Domestic Non-Profit</a>	View image in PDF format



INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: FEB 03 2017

ST JOHNS CLASSICAL ACADEMY  
PO BOX 8302  
FLEMING ISLAND, FL 32006

Employer Identification Number:  
81-2606245  
DLN:  
17053235312026  
Contact Person:  
KEVIN W PAYTON ID# 31454  
Contact Telephone Number:  
(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:  
May 16, 2016  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

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.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

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

Letter 947



ST JOHNS CLASSICAL ACADEMY

organization, go to [www.irs.gov/charities](http://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,

A handwritten signature in black ink, appearing to read "Jeffrey I. Cooper". The signature is stylized and written in a cursive-like font.

Jeffrey I. Cooper  
Director, Exempt Organizations  
Rulings and Agreements

Letter 947



## Consumer's Certificate of Exemption

DR-14  
R. 01/18

Issued Pursuant to Chapter 212, Florida Statutes

85-8017129124C-6	12/31/2021	12/31/2026	SCHOOL-COLLEGE-UNIV
Certificate Number	Effective Date	Expiration Date	Exemption Category

This certifies that

ST JOHNS CLASSICAL ACADEMY INC  
114 CANOVA RD  
FLEMING ISLE FL 32003-7902

is exempt from the payment of Florida sales and use tax on real property rented, transient rental property rented, tangible personal property purchased or rented, or services purchased.



## Important Information for Exempt Organizations

DR-14  
R. 01/18

1. You must provide all vendors and suppliers with an exemption certificate before making tax-exempt purchases. See Rule 12A-1.038, Florida Administrative Code (F.A.C.).
2. Your *Consumer's Certificate of Exemption* is to be used solely by your organization for your organization's customary nonprofit activities.
3. Purchases made by an individual on behalf of the organization are taxable, even if the individual will be reimbursed by the organization.
4. This exemption applies only to purchases your organization makes. The sale or lease to others of tangible personal property, sleeping accommodations, or other real property is taxable. Your organization must register, and collect and remit sales and use tax on such taxable transactions. Note: Churches are exempt from this requirement except when they are the lessor of real property (Rule 12A-1.070, F.A.C.).
5. It is a criminal offense to fraudulently present this certificate to evade the payment of sales tax. Under no circumstances should this certificate be used for the personal benefit of any individual. Violators will be liable for payment of the sales tax plus a penalty of 200% of the tax, and may be subject to conviction of a third-degree felony. Any violation will require the revocation of this certificate.
6. If you have questions about your exemption certificate, please call Taxpayer Services at 850-488-6800. The mailing address is PO Box 6480, Tallahassee, FL 32314-6480.

## BYLAWS OF

### St. Johns Classical Academy, Inc.

#### ARTICLE I General

- 1.1 **Name.** The name of the Corporation shall be St Johns Classical Academy, Inc., a not-for-profit Florida corporation and shall be hereinafter referred to as the "Corporation."
- 1.2 **Address.** The Corporation shall have its principal place of business located at 114 Canova Road, Fleming Island, FL 32003 or such other place of business as the Board of Directors may designate from time to time.
- 1.3 **Registered Agent.** The Corporation's agent for service of process shall be 114 Canova Road, Fleming Island, FL 32003, or such other qualified person or entity as the Board of Directors may designate.

#### ARTICLE II Purpose of the Corporation

- 2.1 **Purpose.** The general purposes for which the Corporation is organized are as follows:
  - a) To provide charitable and educational services through the operation of one or more charter schools within the State of Florida.
  - b) To act consistent with all applicable statutes, ordinances, rules and regulations affecting the actions of the Corporation and to do all other things otherwise permitted bylaw.
  - c) To do such other and further things as are incidental to the foregoing or necessary or desirable in order to accomplish the foregoing.
  - d) To carry out any business, occupation, undertaking, enterprise, and exercise any power or authority which may be done by a private corporation organized and existing under and by virtue of Chapter 617, Florida Statutes, as may be amended, it being the intention that this corporation may conduct and transact any business lawfully authorized and not prohibited by Chapter 617, Florida Statutes, as may be amended.
  - e) The school is operating in conjunction with the support of Hillsdale College, which assists in creating and implementing the school's academic program, providing the curriculum design and teacher training as well as providing professional development for the staff and governing board.
  - f) To engage in any fundraising activities necessary to promulgate the purposes of the Corporation.

2.2 **Dedication of Assets.** The Corporation's assets are irrevocably dedicated to its public benefit purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or Officer of the Corporation. Upon dissolution of this Corporation, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation, including disposition of assets pursuant to any applicable charter contract or law applying to charter schools, shall be distributed to a nonprofit fund, foundation, or corporation that is organized exclusively for charitable purposes, pursuant to Section 501(c)(3) of the Internal Revenue Code, or the corresponding provision in any future tax code.

### **ARTICLE III Membership**

The Corporation shall have no members.

### **ARTICLE IV Seal**

The seal of this Corporation shall have inscribed on it the name of this Corporation, the year of its organization, and the words "Corporate Seal, State of Florida."

### **ARTICLE V The Board of Directors**

- 5.1 **General Powers.** Except as provided in the Articles of Incorporation, and as otherwise provided in these Bylaws, the direction and management of the affairs of the Corporation shall be vested in a Board of Directors.
- 5.2 **Number of Directors.** The business and affairs of the Corporation shall be managed by a Board of Directors of not less than three (3) nor more than seven (7) members.
- 5.3 **Terms of Directors.** The term of a Director shall be unspecified and he/she will serve until removed by board vote as described below or as a result of the earliest to occur of:
- (1) operation of law;
  - (2) an order or decree of any court of competent jurisdiction; or
  - (3) voluntary resignation.

5.4 **Powers of the Board of Directors.** The Board of Directors shall have power:

- a) To call meetings of the Board of Directors.
- b) In anticipation of or during an emergency, if a majority of the Board of Directors cannot readily be assembled because of some catastrophic event, then any number of the Directors shall have the power and authority to do and perform all acts and functions, permitted for an organization described in §627.0303, Florida Statutes, as amended, or subsequent legislation not inconsistent with these Bylaws, the Articles of Incorporation, or the laws of the State of Florida.
- c) To authorize and cause the Corporation to enter into contracts for the day-to-day operations of the Corporation and the discharge of its responsibilities and obligations.
- d) To exercise for the Corporation all powers, duties and authority vested in or delegated to the Corporation.

5.5 **Duties of the Board of Directors.** It shall be the duty of the Board of Directors:

- a) To cause to be kept a complete record of all its actions and corporate affairs.
- b) To oversee all officers, agents, and employees of the Corporation and to see that their duties are properly performed.
- c) Approval of all policies used at the School (procurement authority, non-discriminatory hiring and retention, enrollment, etc.). The school will comply with the antidiscrimination provisions of federal and state law in its hiring and employment practices.
- d) Financial review and fiduciary oversight.
- e) Annually adopt and maintain an operating budget.
- f) Adherence to Florida Government in the Sunshine laws.
- g) Review of student discipline procedures and appeals.
- h) Negotiation and execution of all contracts.
- i) Ensure compliance of operations in accordance with Florida laws, Department of Education regulations, Charter, and terms of District Contract.

- j) Be accountable for required reports to the Clay County School District.
- k) Exercise continuing oversight over charter school operations.
- l) Ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, who shall submit the report to the governing body.
- m) Reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan.
- n) Monitoring a corrective action plan or financial recovery plan, if required, in order to ensure compliance.
- o) Participating in governance training approved by the sponsor which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility.

5.6 **Vacancies and Elections.** If a vacancy should occur in the Board of Directors, a new member of the Board of Directors shall be elected by a majority of a quorum of the remaining members of the Board of Directors.

5.7 **Resignation and Removal.** Any Director may resign at any time by giving written notice to the Corporation, the Board of Directors, or its chairperson. The resignation of any Director shall take effect when the notice is delivered unless the notice specifies a later effective date. The Board may also vote for the removal of a Director by a majority of the Directors then in office and present at any regular or special meeting of the Board. Notwithstanding the foregoing, if any Director misses two (2) meetings without being excused in writing in a fiscal year, such Director may be removed from the Board of Directors by a vote of a majority of a quorum of the Board of Directors present at any meeting of the Board of Directors.

5.8 **Compensation.** Directors shall not receive salary for their services as Directors. A Director may be reimbursed for authorized expenses if such expenses are approved by the Board.

## ARTICLE VI Meetings of the Board

- 6.1 **Place of Meetings; Attendance.** The meetings of the Board of Directors will be held at a location so designated by a majority of the Board. Meetings may be held telephonically, or such other electronic means as may be designated by the Board of Directors, as permitted by Florida law. In such event, participation by any Director in such telephonic or electronic meeting shall constitute attendance and be counted for purposes of quorum.
- 6.2 **Time of Regular Meeting; Notice.** The Board of Directors shall determine, at the annual meeting, the dates and times the Board will meet throughout the year, to occur at least monthly until it is determined that meeting less frequently is warranted.
- Notice of such meetings shall be distributed to the Board and Members of the Corporation. This notice may be given either personally, or by sending a copy of the notice through the United State Mail, by facsimile or other electronic means.
- 6.3 **Special Meetings.** Special Meetings of the Board of Directors may be called at any time by the Chairman of the Board or by any two Directors.
- 6.4 **Notice of Special or Emergency Meetings.** Written notice of each special meeting, setting forth the time and place of the meeting shall be given to each Director at least ten (10) days before the meeting. This notice may be given either personally, or by sending a copy of the notice through the United State Mail, by facsimile or other electronic means. Notice of emergency meeting shall be given to each Director in a manner and in a time period that is reasonable under the circumstances.
- 6.5 **Voting and Quorum.** Except as otherwise provided below, a majority of the Directors in office shall be necessary to constitute a quorum for the transaction of business; provided, however, that whenever a vacancy occurs for any reason in the Board of Directors, a quorum shall consist of a majority of the remaining Directors until the vacancy has been filled. If a quorum is present, the acts of a majority of the Directors in attendance shall be the acts of the Board. Each Director shall have one (1) vote. If a quorum is not present, no business shall be conducted at the meeting. Any less number may: (1) set a time to adjourn, (2) adjourn, (3) recess, or (4) take measures to obtain a quorum. Any Director not present at a meeting may vote on any matter by general or specific proxy or by power of attorney directed to another Director present or by specific instructions in writing; however, such vote shall not be considered for purposes of determining whether there is a quorum.



- 6.6 **Attendance.** Any member of the Board unable to attend a meeting of the Board shall notify the Secretary and state the reason for his or her absence, though a Director may assign by written proxy pursuant to Section 6.5 of this Article another Director to substitute for him or her at meetings. If a Director is absent from two (2) meetings in a fiscal year, he or she may be removed as set forth in Paragraph 5.7, above.
- 6.7 **Meetings by Means of Conference Telephone Call or Similar Electronic Equipment.** Members of the Board of Directors or a committee thereof may participate in a meeting of the Board or such committee by means of a conference telephone call or similar communications equipment if all persons participating in the meeting can hear each other at the same time and provided that such action is permitted by Florida law. In such event, participation by such means constitutes presence in person at a meeting.
- 6.8 **Open Meetings.** So long as the Corporation's contract for operation of a public charter school remains in effect, to the extent required by such laws, rules and regulations as govern the operation of such public charter school; all meetings of the Board of Directors will be noticed and conducted in accordance with the Sunshine Act (Section 286.011, Florida Statutes).
- 6.9. **Presumption of Assent.** A Director who is present at a meeting of the Board when Corporate action is taken is deemed to have assented to the action taken unless;
- (1) the Director objects at the beginning of the meeting, or promptly upon his or her arrival, to holding it or transacting specified business at the meeting or
  - (2) the Director votes against, or abstains from, the action taken. The Secretary or any other officer performing the Secretary's duties shall maintain accurate records of all votes of the Board of Directors.
- 6.10 **Committees of the Board of Directors.** The Board of Directors, by resolution adopted by a majority of the full Board, may designate from among its members an executive committee and one or more other committees each of which, to the extent provided in the resolution, shall have and may exercise all the authority of the Board of Directors, except as prohibited by the Florida Statutes, Chapter 617. Each committee shall consist of two (2) or more Directors.

The Board of Directors, by resolution adopted in accordance with this article, may designate one or more Directors as alternate members of any committee, who may act in the place and stead of any absent committee member(s) at any meeting of the committee.

- 6.11 **Advisory Committees.** Advisory committees not having and exercising the managerial authority of the Board of Directors may be established by resolution duly adopted by the Board. Membership of such committees shall not be limited to the Directors of the Corporation. Members of such committees shall be appointed by a majority vote of the Board. Any member of such committee may be removed by the Board when, in the judgment of the Board, the interests of the Corporation would be served best by such removal.
- 6.12 **Nomination Committee.** The Board of Directors shall appoint a nominating committee to recommend candidates to fill any vacancies on the Board of Directors.

## **ARTICLE VII Officers, Agents, and Employees**

- 7.1 **Officers.** The executive officers of the Corporation shall be elected by the Board of Directors and may consist of a President, Vice-President, Secretary, Treasurer or other officers, assistant officers or agents that the Board of Directors from time to time may deem necessary. Any two or more offices may be held by the same person.
- 7.2 **Other Officers, Employees and Agents.** Each and every other officer, employee, and agent of the Corporation shall possess, and may exercise, such power and authority, and shall perform such duties, as may from time to time be assigned to him or her by the Board of Directors, the officer appointing him or her, and such officer or officers who may from time to time be designated by the Board to exercise supervisory authority.
- 7.3 **Removal.** Any officer of the Corporation may be removed with or without cause, at anytime, by a unanimous vote of the Board.
- 7.4 **Resignation.** Any officer of the Corporation may resign from his or her respective office or position by delivering notice to the Corporation. The resignation is effective when delivered unless the notice specifies a later effective date. If a resignation is made effective at a later date and the Corporation accepts the future effective date 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.
- 7.5 **Vacancies.** When a vacancy occurs in one of the executive offices by death, resignation or otherwise, it shall be filled by the Board of Directors. The officer so selected shall hold office until his successor is duly elected and qualified, or until an earlier resignation, death or removal in the manner herein provided.

- 7.6 **Compensation.** Directors who serve as officers shall not receive any compensation for their services.
- 7.7 **President.** The President shall be the Chairman of the Board of Directors, shall be the chief executive officer of the Corporation, and shall have general supervision and control of the business of the Corporation. He/she shall coordinate with the Principal/School Leader in the development of all meeting agendas. He/she shall preside at all meetings of Directors, Committees of the Board of Directors on which he/she may serve, and discharge the duties of a presiding officer. At each annual meeting of the Board of Directors, the President or the President's designee shall report on the business of the Corporation for the preceding fiscal year; and shall perform whatever other duties of the Board of Directors may from time to time prescribe, and as are incident to the offices of President and Chief Executive Officer.
- 7.8 **Vice-President.** The Vice-President shall be the Vice-Chairman of the Board of Directors. The Vice-President shall, in the absence or disability or inability of the President, perform the duties and exercise the powers of the President. He/she also shall perform whatever duties and have whatever powers the Board of Directors may from time to time assign him/her.
- 7.9 **Secretary.** The Secretary shall keep the minutes of the meetings of the Board of Directors in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; and be custodian of the corporate records and of the seal of the Corporation. The Secretary may delegate one or more of these duties to one or more charter school personnel. In addition, the Secretary shall possess, and may exercise, such power and authority, and shall perform such duties, as may from time to time be assigned to him or her by the Board of Directors and as are incident to the office of Secretary.
- 7.10 **Treasurer.** The Treasurer shall have custody of corporate funds. He/she shall keep or be responsible for full and accurate accounts of receipts and disbursements, an accurate and full account of all assets and liabilities and shall deposit all corporate monies and other valuable effects in the name and to the credit of the Corporation in a depository or depositories designated by the Board of Directors. He/she shall disburse the funds of the Corporation and shall render to the President or the Board of Directors, whenever they may require it, an account of his/her transactions as Treasurer and of the financial condition of the Corporation. In addition, the Treasurer shall possess, and may exercise such power and authority, and shall perform such duties, as may from time to time be assigned to her/him by the Board of Directors and as are incident to the office of Treasurer.

- 7.11 **Designation of Duties.** Whenever an officer is absent or whenever, for any reason, the Board of Directors may deem it desirable and as permitted by Florida law, the Board may delegate the powers and duties of an officer to any other officer or officers or to any Director or Directors or agent.

## **ARTICLE VIII Books, Records and Reports**

- 8.1 **Books and Records.** In compliance with Section 617.1601, Florida Statutes, as amended, or any successor thereto, the Corporation shall keep as permanent records correct and complete books and records of accounts and shall keep minutes of the proceedings of the Board of Directors and committees having any authority of the Board of Directors. All books and records of the Corporation shall be kept in written form or in another form capable of conversion into written form within a reasonable period of time.
- 8.2 **Annual Reports.** The Corporation shall file with the Department of State of the State of Florida a sworn annual report on such forms and containing such information as the Department of State may prescribe.
- 8.3 **Inspection Rights.** Every Director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, and physical properties, as permitted by Florida and federal law.

## **ARTICLE IX Contracts, Deposits, Checks and Contributions**

- 9.1 **Contracts.** Except as otherwise provided in these Bylaws, the Board of Directors may authorize any Officer or agent to enter into any contract or execute and deliver any instrument in the name and on behalf of the Corporation, and such may be general or confined to a specific instance. Unless so authorized by the Board of Directors, no officer, employee, agent or representative shall have the power or authority to bind the Corporation by any contract or engagement, or to pledge its credit, or render it liable pecuniarily for any purpose or to any amount.
- 9.2 **Deposits.** All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories of, invested from time to time for and on behalf of the Corporation, as the Board of Directors may elect.
- 9.3 **Checks, Drafts, Orders of Payment.** All checks, drafts, or orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officers or officers, agent or agents of the Corporation and in such manner as the Board of Directors from time to time shall determine by resolution. In the absence of such determination, such instruments shall require the signatures of both the President and the Treasurer of the Corporation.

9.4 **Contributions.** The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise of any property whatsoever, for the purposes of the Corporation.

#### **ARTICLE X Fiscal Year**

The fiscal year of the Corporation shall commence on July 1 of each year and end on June 30 of the following year.

#### **ARTICLE XI Indemnification**

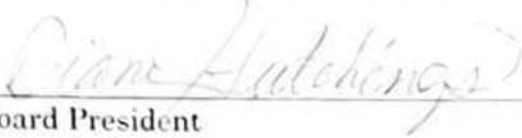
The Corporation shall indemnify and advance expenses on behalf of its Directors and Officers to the fullest extent permitted under Section 617.0831, Florida Statutes, as amended, or any successor thereto. Said indemnification shall extend to any and all liabilities of the Directors and Officers arising from their relationships with the Corporation in any and all capabilities. By resolution duly adopted, the Board of Directors may authorize the Corporation to;

- (i) indemnify any or all of its employees and agents who are not Directors to any extent that the Board of Directors may determine, up to and including the fullest extent permitted under Section 617.0831, Florida Statutes, as amended, or any successor thereto, and/or
- (ii) provide insurance coverage to any or all of its directors, officers, employees and agents against any or all risks or liabilities that such persons may incur by virtue of their relationship with the Corporation.

## ARTICLE XII Amendments

These Bylaws may be amended from time to time only by a written instrument and executed by the Secretary or other duly authorized Officer of the Corporation.

The foregoing Bylaws of St Johns Classical Academy were adopted and approved this 18th day of February 2021, by a majority vote of a quorum of the Board of Directors.



Board President

Diane Hutchings

Print Name



## Attachment K

### Governing Board Code of Ethics and Conflict of Interest Policy

#### Code of Ethics

The Governing Board will operate under a Code of Ethics that maintains the highest integrity and commitment to serving the students, School, and community well. Florida's Code of Ethics for Public Officers and Employees (sections 112.311-112.326, F.S.) prohibits governing board members from accepting anything of value based upon any understanding that any vote or official board action would be influenced. More importantly, governing board members and any business entity in which they or their immediate family have a material interest are prohibited from contracting with the charter school they govern for the purchase, rent, or leasing of any realty, goods or services.

Additionally:

- No board member shall have the authority to speak on behalf of, take any action or otherwise attempt to bind the Governing Board or the school, unless expressly authorized to do so by the Governing Board by majority vote. Unless acting as expressly authorized, individual members when participating in activities that involve the school shall be acting in the capacity of volunteers at the direction of the Director.
- No board member shall give directives to faculty, staff or management and must recognize that any suggestions given to them carry no board authority.
- It is the Governing Board's responsibility to uphold the school's mission statement and review it periodically for accuracy and validity. Each individual member must fully understand and support it. The Governing Board shall pay particular attention to the objectives espoused in SJCA's founding documents and shall cooperate fully with the objectives of our external affiliations.
- Governing Board members are public advocates of the school, should be aware of the school's activities and encourage participation in appropriate activities of the school. Governing Board members shall endeavor to actively cultivate a positive public image for the school.
- Provide leadership to Governing Board committees. As needed, members will be called upon to serve as active, ongoing members of specific committees. This requires a number of committee meetings per year plus individual committee task completion time.
- Prepare in advance for board meetings. Read and review Governing Board materials and committee recommendations in order to responsibly and knowledgeably vote and act on proposals. Take responsibility for self-education on major issues before board meetings.
- Display professional, courteous conduct at all meetings always refraining from rude behavior that the board would deem inappropriate coming from management or staff.
- Participate in the annual Governing Board member self-review process. In general, utilize personal and professional skills, relationships, and knowledge for the advancement of SJCA.
- Preserve confidences and sensitive information gained by board member participation.
- Understand that the board's role is to govern the school (i.e., evaluate how well student outcomes are being achieved within all required parameters) and not try to co-manage it.



- Refrain from informally evaluating any staff member's performance or make any evaluative statement of management's performance in an open session of the board unless it is a specific agenda item.
- Refrain from the appearance of using board member status to secure special privileges for their children or the children of friends except as allowed by the charter.

### **Conflict of Interest**

As a nonprofit, tax-exempt organization authorized to operate charter schools, the operations of the applicant can also be viewed as a public trust, which is subject to scrutiny by and accountable to the public. Consequently, a fiduciary duty exists between the Board, officers, management employees, and the public, which carries with it a duty of loyalty and fidelity. The Board, officers, and management employees have the responsibility of administering the affairs of corporation honestly and prudently. Those persons shall exercise the utmost good faith in all transactions involved in their duties, and they shall not improperly use their positions with, or knowledge gained from the organization for their personal benefit.

As required for the granting of 501 (c) (3) Tax Exempt Status by the Internal Revenue Service, the Governing Board will adopt a conflict of interest policy. Where applicable, the Conflict of Interest Policy will also govern specific actions of the school management and its employees.

All Board members will submit annual financial disclosures, consistent with Chapter 112 of the Florida Statute. These disclosures will be filed with the district within thirty (30) days of a member being appointed to the Board. Disclosures will also be made (if applicable) with respect to the employment of relatives.

Board members will be responsible for avoiding any behavior or action that would result in a conflict of interest between their responsibility as a Board member and their personal or professional interests. Each Board member will complete a Conflict of Interest Affidavit indicating awareness of and adherence to the Board's Conflict of Interest policy.

Pursuant to section 1002.33(24)(b) F.S., Charter school personnel will not appoint, employ, promote, advance, or advocate for appointment, employment, promotion, or advancement in or to a position in the charter school which they are serving or over which the personnel exercises jurisdiction or control any individual who is a relative, however the approval of budgets does not constitute "jurisdiction or control" for purposes of this requirement.

Finally, governing board members are prohibited from voting on any matter that would benefit any relative, business associate, or entity for which that individual has been retained. In addition to recusing him or herself from any such vote, the board member will publicly disclose the interest prior to the vote being taken and must provide a written memorandum within fifteen days after the vote explaining the nature of interest which must be included in the governing board meeting minutes.

**CONFLICT OF INTEREST AND ANTI-NEPOTISM POLICY  
OF THE GOVERNING BOARD OF  
ST. JOHNS CLASSICAL ACADEMY, INC.**

Adopted and Effective: February 24, 2022

**Article 1  
Replacement of Prior Policies; Purpose**

The following Conflict of Interest and Anti-Nepotism Policy of St. Johns Classical Academy, Inc. (the "Organization" or "Charter School") is intended to supersede and replace all prior conflict of interest policies of the Organization. The purpose of this Conflict of Interest Policy is to protect this tax-exempt Organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Governing Board member of the Organization or might result in a possible excess benefit transaction. This Policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. It is also intended to serve as a guide for the Organization's Governing Board with respect to conflicts of interest and voting pursuant to Florida laws pertaining to charter school governing boards.

**Article 2  
Definitions**

- 2.1 Interested Person. An "Interested Person" is any person serving as a member of the Governing Board of this Organization who, as of the date of discussion or action by the Board, either: (i) has a direct or indirect Financial Interest, as defined in Section 2.2 below; (ii) intends, or understands it to be more probable than not, that he or she will acquire such a direct or indirect Financial Interest at any time during the pendency of the proposed transaction or arrangement; (iii) has an Other Interest that qualifies as a Conflict of Interest, as defined in Section 2.6 or Article 6, below.
- 2.2 Financial Interest. A "Financial Interest" is an interest, whether through business, investment, or Relative, which can be described as one or more of the following:
- 2.2.1 An ownership or investment interest in any entity with which the Organization has a transaction or arrangement; or
  - 2.2.2 A Compensation Arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement; or
  - 2.2.3 A potential ownership or investment interest in, or Compensation Arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

A Financial Interest need not be held as of the date of discussion or action by the Board; rather, it is sufficient, for purposes of this Policy, if, as of the date of discussion or action by the



Board, the Interested Person intends, or understands it to be more probable than not, that he or she will acquire a Financial Interest at any time during the pendency of the proposed transaction or arrangement that is the subject of discussion or action by the Board.

- 2.3 Other Interest. An “Other Interest,” for purposes of this Policy, is any circumstance in which an Interested Person may be influenced, or may appear to be influenced, either in whole or in part by any purpose or motive other than the success and well-being of the Organization as a whole and the achievement of its tax-exempt purposes. An example of such an “Other Interest” would include, without limitation of the foregoing, if an Interested Person is a parent or grandparent of a student impacted by a decision by the Board, and the Interested Person does not believe that he/she could vote or participate in a discussion by the Board giving precedence of the well-being of the Organization as a whole over his/her personal interests or the interests of his/her child or grandchild. An “Other Interest” may also be an interest set forth in Article 6, below, that does not otherwise constitute a Financial Interest.
- 2.4 Relative. For purposes of this Policy, unless otherwise provided herein, and pursuant to Section 112.3143, Florida Statutes, “Relative” means any father, mother, son, daughter, husband, wife, brother, sister, father-in-law, mother-in-law, son-in-law, or daughter-in-law.
- 2.5 Compensation Arrangement. A “Compensation Arrangement” is any agreement or understanding pursuant to which a person may or shall receive either directly or indirectly, money or property from another person or organization, irrespective of whether such money or property is paid in consideration for the performance of services or the provision of other value.
- 2.6 Conflict of Interest. With respect to a matter for discussion or action by the Board, any circumstance under which an Interested Person, by virtue of a Financial Interest or Other Interest, may be influenced, or may appear to be influenced, either in whole or in part by any purpose or motive other than the success and well-being of the Organization and the achievement of its tax-exempt purposes.

### **Article 3**

#### **Disclosure of Financial or Other Interest and Determination of Conflict**

- 3.1 Disclosure of Financial or Other Interest. If, at any time, an Interested Person becomes aware that the Board may or shall discuss or act upon any transaction or arrangement which may have any bearing of any kind upon, or may relate in any manner to, a Financial or Other Interest of the Interested Person, such Interested Person shall disclose such Financial or Other Interest to the Board and the Board’s legal counsel as follows:
- 3.1.1 The Interested Person shall provide to the Board and the Board’s legal counsel, in advance of such discussion or action by the Board, written (electronic or hard copy) disclosure of the existence, nature and extent of the Interested Person’s Financial or Other Interest, or



- 3.1.2 The Interested Person shall verbally inform the Board and the Board's legal counsel of the existence, nature and extent of the Interested Person's Financial or Other Interest during the Board meeting in advance of such discussion or action by the Board.

Any and all written or verbal disclosures of Financial or Other Interests shall be made a formal part of the minutes of the Board. In the event that an Interested Person provides written disclosure of such Interested Person's Financial or Other Interest, no member of the Board may respond to such disclosure, either in writing or orally, except in a meeting that meets the requirements of Florida's Sunshine Law.

- 3.2 Recusal by Interested Person, if Legally Permissible. In connection with an Interested Person's disclosure of a Financial or Other Interest pursuant to Section 3.1, the Interested Person may voluntarily recuse himself or herself from discussion and action by the Board, at such time and in such form as is used by the Interested Person to disclose such Financial or Other Interest pursuant to Section 3.1, above. Such recusal would only be permissible if recusal is a permissible action pursuant to Florida law with respect to the particular Financial or Other Interest of the Interested Person.
- 3.3 Determination of Conflict of Interest. Where an Interested Person has provided advance written disclosure of a Financial or Other Interest but has not voluntarily recused himself or herself from discussion of or action upon the proposed transaction or arrangement, the Board shall, prior to commencing its discussion or taking action, determine whether the Financial or Other Interest creates a Conflict of Interest, as defined above and as prohibited by law. The Interested Person shall not participate in any discussions or vote related to this determination except to the extent necessary to fully explain the Financial or Other Interest and the manner in which the proposed transaction or arrangement to be discussed or acted upon by the Board may or will bear upon or relate to the Financial or Other Interest.
- 3.4 Exceptions. Pursuant to Section 112.313(12), Florida Statutes, the Board may consider the following exceptions based on constituting a *de minimus* conflict of interest:
  - 3.4.1 The transaction or arrangement is awarded under a system of sealed, competitive bidding to the lowest or best bidder and: (a) The Board member or the Board member's spouse or child has in no way participated in the determination of the bid specifications or the determination of the lowest or best bidder; (b) The Board member or the Board member's spouse or child has in no way used or attempted to use the Board member's influence to persuade the agency or any personnel thereof to enter such a contract other than by the mere submission of the bid; and (c) The Board member, prior to or at the time of the submission of the bid, has filed a statement with the Commission on Ethics, disclosing the Board member's interest, or the interest of the Board member's spouse or child, and the nature of the intended transaction or arrangement.
  - 3.4.2 The purchase or sale is for legal advertising in a newspaper, for any utilities service, or for passage on a common carrier.

- 3.4.3 The business entity involved is the only source of supply and there is full disclosure by the Board member of his or her interest in the business entity to the Governing Board prior to the purchase, rental, sale, leasing, or other business being transacted.
- 3.4.4 The total amount of the transactions in the aggregate between the business entity and the Organization does not exceed \$500 per calendar year.
- 3.4.5 The fact that a Board member is a stockholder, officer, or director of a bank will not bar such bank from qualifying as a depository of funds, provided it appears in the records of the Organization that the Governing Board has determined that such Board member has not favored such bank over other qualified banks.
- 3.4.6 The Board member purchases in a private capacity goods or services, at a price and upon terms available to similarly situated members of the general public, from a business entity which is doing business with the Organization.

**Article 4**  
**Procedures Upon Determination of Conflict of Interest**

- 4.1 Exclusion from Discussion and Vote. In circumstances where the Board has determined that a Conflict of Interest exists, the Interested Person shall not participate in any discussion or vote regarding the transaction or arrangement at issue. While all meetings of the Board are open public meetings, the Interested person may choose not to be present in the meeting room for the discussion or vote relating to the transaction or arrangement.
- 4.2 Removal from Board. Under some circumstances, Florida law does not allow a governing board member to be excluded from a vote in order to cure a Conflict of Interest. In such a Conflict of Interest exists, the Interested Person will be required to resign or will be removed from the Board.
- 4.3 Action by Board. With respect to any transaction or arrangement with regard to which the Board has determined that a Conflict of Interest exists, the Board shall discuss such transaction or arrangement as appropriate, but shall not formally approve such transaction or arrangement unless and until the non-interested members of the Board have decided, by majority vote, that the transaction or arrangement is in the best interests of, and for the benefit of, the Organization, and is fair and reasonable thereto in all respects. In complying with this Section 4.3, the Board shall recognize that, under certain circumstances, a decision made pursuant to this Section may necessitate an investigation of alternatives to the proposed transaction or arrangement, and/or a determination as to whether a more advantageous transaction or arrangement might be obtained with reasonable efforts under the circumstances.



**Article 5**  
**Documentation of Disclosure and Procedures**

- 5.1 Meeting Minutes. Minutes of meetings of the Board shall include copies of all written disclosures of Financial and Other Interests and shall describe all verbal disclosures thereof. Such minutes shall further reflect the determination of the Board as to whether a Conflict of Interest exists, and the objection of the Interested Person, if any, to such determination. Where a Conflict of Interest has been determined to exist, the minutes should reflect the Board's compliance with the procedures described in Sections 4.1 and 4.2, above. With respect to any transaction or arrangement with regard to which a Conflict of Interest has been determined to exist, meeting minutes shall describe the substance of the discussions relating to the transaction or arrangement, and who was present for such discussions. In addition, minutes should identify the members who were present for any and all votes upon such transaction or arrangement, along with a record of the final vote.

**Article 6**  
**Other Prohibited Conflicts of Interest**

- 6.1 Prohibition on Solicitation or Acceptance of Gifts. Pursuant to Section 112.313(2), Florida Statutes, no member of the Board shall solicit or accept anything of value to the Board member, including a gift, loan, reward, promise of future employment, favor, or service, based upon any understanding that the vote, official action, or judgment of the Board member would be influenced thereby.
- 6.2 Prohibition on Doing Business with the Organization. Pursuant to Section 112.313(3), Florida Statutes, no Board member acting in his or her official capacity, shall either directly or indirectly purchase, rent, or lease any realty, goods, or services for the Organization any business entity of which the Board member or the Board member's spouse or child is an officer, partner, director, or proprietor or in which such Board member or the Board member's spouse or child, or any combination of them, has a material interest. Nor shall a Board member, acting in a private capacity, rent, lease, or sell any realty, goods, or services to the Organization. This subsection shall not affect or be construed to prohibit contracts entered into prior to the Board member's election to the Board.
- 6.3 Conflicting Employment or Contractual Relationship. Pursuant to Section 112.313(7), Florida Statutes, no Board member shall have or hold any employment or contractual relationship with any business entity or any agency is doing business with the Organization; nor shall a Board member have or hold any employment or contractual relationship that will create a continuing or frequently recurring conflict between his or her private interests and the performance of his or her duties as a Board member or that would impede the full and faithful discharge of his or her duties as a Board member.
- 6.4 Voting Where there is a Conflict of Interest. Pursuant to Section 112.3143, Florida Statutes, no Board member shall vote in an official capacity upon any measure 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; or which he or she knows would inure to the special private gain or loss of a Relative or business associate of the Board member.

- 6.5 Prohibition of Certain Individuals Serving as Governing Board Members. Pursuant to Section 1002.33(26)(c), Florida Statutes, an employee of the charter school overseen by this Organization, or his or her spouse, or an employee of a charter management organization, or his or her spouse, shall not be a member of the governing board of this Organization.

#### **Article 7**

#### **Restriction on Employment of Relatives, Pursuant to Section 1002.33(24), Florida Statutes**

- 7.1 For purposes of this Article 7, "Charter school personnel" means a charter school owner, president, chairperson of the Board of Directors, superintendent, Board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision making 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.
- 7.2 For purposes of this Article 7, "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.
- 7.3 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.
- 7.4 The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.



## **Article 8**

### **Disclosure of Identity of Relatives Employed by, or Assigned to Work at, Charter School**

- 8.1 On an annual basis, and in accordance with Section 1002.33(7)(a)18., Florida Statutes, the Charter School shall disclose to its sponsoring school district the identity of all relatives employed by, or assigned to work at, the charter school who are relatives of a member of the governing board of directors, superintendent, principal, assistant principal or any other person employed by, or assigned to work at, the Charter School. For purposes of this Article 8, the term “relative” has the same meaning as set forth in Article 7.2, above.

## **Article 9**

### **Employment of Relatives**

- 9.1 In the event that relatives, as defined above, are employed by, or assigned to work at, the Charter School, these procedures shall be followed to ensure compliance with Florida law and charter contract requirements.
- 9.2 Documentation shall be maintained in the employees’ files to verify that no relative advocated for the employment or advancement of such employee. In addition, such documentation shall include the non-related individual(s) responsible for direct supervision, evaluation and other employment decisions regarding the employees. Such documentation shall be presented as an information item to the Charter School governing board.

## **Article 10**

### **Training and Background Screening Requirements**

- 10.1 Governance Training
- 10.1.1 Pursuant to Section 1002.33(9)(j), Florida Statutes, each director of the governing board shall participate in governance training approved by the Florida Department of Education no later than 90 days of final appointment to the governing board.
- 10.1.2 Required governance training consists of a minimum of four (4) hours of instruction focusing on government in the sunshine, conflicts of interest, ethics, and financial responsibility.
- 10.1.3 After the initial four (4) hour training, each director of the governing board is required, within the subsequent three (3) years as a governing board member, and for each three (3) year period thereafter, to complete a two (2) hour refresher training on the four (4) topics above in order to retain his or her position on the board. Any director who fails to obtain the two (2) hour refresher training within any three (3) year period must take the four (4) hours of instruction again in order to regain eligibility as a director.
- 10.2 As required by the Charter School’s charter contract (“Charter Contract”), upon nomination and prior to appointment to the Governing Board, a member shall be fingerprinted pursuant to section 1002.33(12)(g), Florida Statutes. Prospective Governing Board members whose fingerprint check results warrant disqualification under Florida law shall not be appointed

to the board. Fingerprinting and background screening shall be updated periodically as required by law. Until such time as required fingerprinting and background screening is completed and cleared for each director, no such director shall be permitted on campus while students are present without an escort of Charter School staff.

## **Article 11**

### **Initial and Annual Written Assent**

- 11.1 Each member of the Board and member of a committee with powers delegated by the Board shall, upon initial appointment and annually, sign a statement, in substantially the same form as attached as Exhibit A to this Policy, which affirms such person:
- 11.1.1 Has received a copy of the conflicts of interest policy;
  - 11.1.2 Has read and understands the policy;
  - 11.1.3 Has agreed to comply with the policy and is currently in compliance;
  - 11.1.4 Understands the Organization is charitable and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes; and
  - 11.1.5 If a charter school governing board member, is current in background checks and governing board training as required by Florida law for charter school governing board members.
  - 11.1.6. Said form shall be updated from time to time to reflect changes in law and best practices for charter school governing boards.

## **Article 12**

### **Periodic Reviews**

- 12.1 To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:
- 12.1.1. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and are the result of arm's length bargaining.
  - 12.1.2 Whether transactions or arrangements entered into by the Organization conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in personal inurement, impermissible private benefit or in an excess benefit transaction.

**Article 13**  
**Use of Outside Experts**

When conducting the periodic reviews as provided for in Article 12, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

**Board Secretary Certificate**

I hereby certify that the foregoing Conflict of Interest and Anti-Nepotism Policy for St. Johns Classical Academy, Inc., was adopted by a majority vote of a quorum of the Governing Board of Directors at a duly noticed meeting held on February 24, 2022.



\_\_\_\_\_  
Board Secretary

James W. Horne

\_\_\_\_\_  
Printed Name




**EXHIBIT A**

WRITTEN AFFIRMATION BY GOVERNING BOARD OR COMMITTEE MEMBER  
ST. JOHN'S CLASSICAL ACADEMY, INC.

This written affirmation is provided in accordance with the Conflict of Interest and Anti-Nepotism Policy of ST. JOHN'S CLASSICAL ACADEMY, INC. ("Organization") adopted and effective as of February 24, 2022 ("Policy"). In accordance with the Policy, by my signature below, I hereby affirm the following:

1. I have received a copy of the Policy.
2. I have read and understand the Policy.
3. I agree to comply with the Policy, and I am currently in compliance.
4. I understand the Organization is charitable, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
5. If I am a charter school governing board member, I am current in background checks and governing board training as required by Florida law for charter school governing board members.

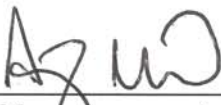
  
\_\_\_\_\_  
Printed Name: Diane Hutchings  
Title and Office: Founding President  
Date: 2-24-22

**EXHIBIT A**

WRITTEN AFFIRMATION BY GOVERNING BOARD OR COMMITTEE MEMBER  
ST. JOHN'S CLASSICAL ACADEMY, INC.

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5. If I am a charter school governing board member, I am current in background checks and governing board training as required by Florida law for charter school governing board members.



Printed Name: Amy Miller  
Title and Office: Founding Treasurer  
Date: 2-24-22

**EXHIBIT A**

WRITTEN AFFIRMATION BY GOVERNING BOARD OR COMMITTEE MEMBER  
ST. JOHN'S CLASSICAL ACADEMY, INC.

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5. If I am a charter school governing board member, I am current in background checks and governing board training as required by Florida law for charter school governing board members.



Printed Name: James W. Horne  
Title and Office: Secretary  
Date: 2-24-22




**EXHIBIT A**

WRITTEN AFFIRMATION BY GOVERNING BOARD OR COMMITTEE MEMBER  
ST. JOHN'S CLASSICAL ACADEMY, INC.

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5. If I am a charter school governing board member, I am current in background checks and governing board training as required by Florida law for charter school governing board members.



Printed Name: Carlyle Martin  
Title and Office: Member  
Date: 2-24-22

**EXHIBIT A**

WRITTEN AFFIRMATION BY GOVERNING BOARD OR COMMITTEE MEMBER  
ST. JOHN'S CLASSICAL ACADEMY, INC.

This written affirmation is provided in accordance with the Conflict of Interest and Anti-Nepotism Policy of ST. JOHN'S CLASSICAL ACADEMY, INC. ("Organization") adopted and effective as of February 24, 2022 ("Policy"). In accordance with the Policy, by my signature below, I hereby affirm the following:

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3. I agree to comply with the Policy, and I am currently in compliance.
4. I understand the Organization is charitable, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
5. If I am a charter school governing board member, I am current in background checks and governing board training as required by Florida law for charter school governing board members.



Printed Name: Geraldine Hartin  
Title and Office: Member  
Date: 2/24/2022

# DIANE HUTCHINGS

Fleming Island, FL 32043

(904) 710-1469 - dianeehutchings@gmail.com

## WORK HISTORY

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- 01/2021 to Current **Clay County Tax Collector**  
**Clay County** – Green Cove Springs, FL
- 11/2012 to 11/2020 **Clay County Commissioner**  
**Clay County Board Of County Commissioners** – Green Cove Springs, FL
- 04/2009 to 11/2020 **Managing Director**  
**First Florida Investment Services** – Jacksonville, FL
- 12/2003 to 03/2009 **Financial Planner**  
**Prudential Financial** – Jacksonville, FL
- Interviewed clients to determine current income, expenses, insurance coverage, tax status, financial objectives, risk tolerance and other information needed to develop financial plan.
- 01/2001 to 11/2003 **Financial Consultant**  
**Soloman Smith Barney** – Jacksonville , FL
- Helped individuals and families build and execute wealth management strategies based on unique goals and objectives.
- 05/1993 to 05/1999 **Green Cove Springs City Council Member**  
**City Of Green Cove Springs** – Green Cove Springs,, FL
- Fostered climate of collaboration between general public, city manager and members of city council.
  - Developed and strengthened political partnerships to further agendas.
  - Kept up with news on daily basis to stay informed about local, regional, national and international events.
  - Used public gatherings, community events and direct relations to keep constituents happy and informed.
- 01/1981 to 06/1991 **Customer Service Representative**  
**Barnett Bank** – Orange Park, FL
- Maintained customer satisfaction with forward-thinking strategies focused on addressing customer needs and resolving concerns.

## AFFILIATIONS

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Rotary Club of Orange Park

St. Johns Classical Academy Founder and Board President

Chairman, Clay County Commission

Clay County Chamber of Commerce Board Member

Clay County Economic Development Chair

Mayor, Green Cove Springs

**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.*

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**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: Diane Hutchings, Founding President

  
Signature

02/24/2022  
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 St. Johns Classical Academy Replication
2. Full name Diane Hutchings  
Home Address 5341 Deer Island Road, Green Cove Springs, FL 32043  
Business Name and Address 477 Houston Street, Green Cove Springs, FL 32043  
Phone Number 904-710-1469  
E-mail address Diane.hutchings@StJCA.org

- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (specify): \_\_\_\_\_

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.  
 Yes  No  
St. Johns Classical Academy, Clay County Chamber of Commerce, Economic Dev. Board.

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  
I served on the St. Johns Classical School Governing Board for the past 6 years. The school has been deemed a high performing school by the Florida Department of Education.

5. Why do you wish to serve on the board of the proposed charter school?  
There is a strong demand for an additional campus due to the waiting list of 700 scholars. I believe parents want options and some parents feel a classical education is the one that most suites their family and children.



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6. What is your understanding of the appropriate role of a public charter school board member?  
The role of a public charter school board member is to provide governance through establishing sound policies and providing financial oversight.

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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 served for 6 years as a City Council member, 8 years as a County Commissioner and 9 years on our local hospital board.

---

8. Describe the specific knowledge and experience that you would bring to the board.  
I am familiar with government accounting and laws in the state of Florida. I am also a financial planner and have expertise in finance in general. Having served for an extended period of time on governing boards, I am very familiar with the role of a governing board being policy and budgeting and not management.

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### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
The mission of St Johns Classical Academy is to develop graduates in mind and character through a classical, content-rich curriculum that emphasizes the principles of virtuous living, traditional learning, and civic responsibility. We are building intelligent, virtuous American citizens. There is a vast difference between developing character and assuming it is something you teach. Our guiding belief is that the master/teacher will teach to the scholar's heart and mind.

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2. What is your understanding of the school's proposed educational program?  
The educational program is rich in content and supports the teacher being the center of the class in the lower grades as he/she leads. In the upper grades, the teacher remains the driver of the class but the role becomes Socratic as the teacher asks questions that require engagement and deeper levels of thinking on the part of the scholar.

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3. What do you believe to be the characteristics of a successful school?  
A successful school offers a safe and challenging environment where learners are inspired, and teachers become content masters. Students strive to learn more and revel in the learning versus striving for a grade.

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4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?  
Assessments will be given to provide feedback on a broader scale of how each scholar is progressing, allowing teachers to address any identified learning gaps. Financial oversight is a monthly task for the board and a daily one for the management team. Finally, operationally, the governing board relies on feedback from the management team to provide feedback and make requests as needed to ensure operational goals and objectives are met.

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5. What do you see as your role regarding the school leaders?

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A board members role is to be supportive and responsive to the school leaders. As budgets are developed, the board members must have a concise understanding of the income as well as the expenses and should hold the school leaders responsible for maintaining fidelity to the budget.

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### Governance

1. Describe the role that the board will play in the school's operation.  
The board would only be involved in operations if the school leaders sought out input unless there is a failure on the part school leaders that is brought to the board's attention.

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  2. How will you know if the school is successful at the end of the first year of operation?  
First and foremost, we will know we are successful if scholars are learning as well as the staff.

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  3. How will you know at the end of four years of the school is successful?  
The school will achieve an A grade from the state, a healthy waiting list will demonstrate others are hearing good reports from our parents and scholars and the budget will be stable.

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  4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
The board must stay engaged and be supportive of the school leaders. The board must know the financials, understand projections and address needs brought to it from school leaders.

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  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?  
I would not hesitate to bring this up by first confirming my suspicion. If it was not an illegal activity, I would address the board member, however, if I thought it may be illegal I would contact an attorney to look out for the school and assist in notifying the proper law enforcement. Finally, if a board members conduct is unbecoming the academy, I would not hesitate to ask for their resignation. In the event they did not resign, I would place the issue on a board agenda for action.

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  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.
- 

### Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.  
 Yes  No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

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#### IV. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for St. Johns 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 Ashley M. O'Neal, Dean of Students to sign as the legal correspondent for the school.

  
\_\_\_\_\_  
*Signature*

02/24/2022  
*Date*

**Diane Hutchings, Founding President**  
\_\_\_\_\_  
*Printed Name*

**Amy E. Miller, P.E.**  
**1575 Island Breeze Point**  
**Fleming Island, FL 32003**  
**(904)591-3333**  
[amy.e.miller1@gmail.com](mailto:amy.e.miller1@gmail.com)

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***Professional  
Experience:***

November, 2021 – present ***Vice-president for Member and Industry Alliances, National Asphalt Pavement Association (NAPA)***

Job Duties: In addition to overseeing the Asphalt Pavement Alliance, lead the regions of the NAPA Advisory Council and engage State Advisor positions establishing the regional councils as leadership pathways to NAPA Executive Committee participation. Provide industry insight and gather information for strategic planning and develop and implement key strategies to grow NAPA membership.

August, 2015 – present ***National Director, Asphalt Pavement Alliance***

Job Duties: Oversee all operations and personnel decisions for a national organization consisting of contractors, oil refiners, state associations and national associations. Develop and oversight of annual strategic plan. Continual program efficiency review and metric analysis. Create opportunities to outreach to stakeholders through industry messaging internally and externally. Develop key relationships and partnering opportunities. Oversee P&L, develop budgets and maintain budget accountability. Oversee employee development and mentoring. Develop opportunities for cross-functional input and participation by partnership with other asphalt organizations leading to market share protection. Increase efficiency of programs resulting in increased customer engagement year over year through software platforms and live engagements.

July, 2008 – August, 2015 ***Vice President, National Resources – National Ready Mixed Concrete Association***

Job Duties: Managed field resource team that increased market share of ready-mixed concrete through specifications and relationships established with national accounts and specifiers. Established programs for increased promotion and sales for ready-mixed concrete companies and state associations. Developed collaborative programs by partnering with industry stakeholders for focused, regionalized initiatives. Developed and delivered webinar programs and live speaking engagements based on key strategies to increase market share. Developed and administered through team oversight, on-site courses for producer members and contractors designed for market penetration at local level. Increased market penetration through job design services program with contractors. Worked with technical teams to establish strategies and assets to combat competition. Developed and delivered key messaging for internal and external audiences.

May, 2002 – July, 2008 ***Key Account Manager – W.R. Grace***

Job Duties: Managed major accounts (\$40M) for manufacturer of value-added chemical products used in the production of concrete and concrete products. Created valued account relationships with key customer executives and grew internal sales of key accounts. P&L responsibility for accounts and product usage. Exceeded sales goals consistently and developed analysis and documentation for contract negotiation through product knowledge and competition awareness.

October, 1999 - May, 2002 ***Sales Engineer- Hancor***



Job Duties: Outside sales engineer for manufacturer of high-density polyethylene products. Sales provided to direct customers and distributors. Presented technical sales presentations to engineers and municipalities to create and induce better specifications for primary product: high-density polyethylene pipe. Worked with local contractors and developers to substitute product into working jobs. Worked with distributors to instigate use of product. Produced new markets for products causing increased sales (120% of quota first year in sales).

October, 1994 - October, 1999 **Civil Engineer/Project Manager**

Job Duties: Performed flood studies for the Federal Emergency Management Agency (FEMA). Coordinated with FEMA pursuant to job completion. Conducted site evaluations of properties. Engineered projects, managed project status, coordinated project with owner, architect, municipal agencies, prepared and coordinated all associated permitting, prepared job cost estimates, coordinated with client in obtaining financial backing, monitored status of job budgets, reviewed specifications and as-builts, managed project team. Worked with developers in the areas of residential and commercial development. Duties included drainage design, water and sewer design, coordination of project with associated agencies, permitting, and supervision of drafters.

**Education:** **Master of Business Administration**, University of Florida, graduation April, 2007  
**Bachelor of Science**, Environmental Engineering, University of Florida, graduation December, 1994

*Additional Courses:*

Pavement Design, University of Wisconsin, February, 2010

Leadership Management Program, Grace Construction Products, March, 2004

Sandler Sales Training, September, 2003

Civil Engineering Graduate Program, University of Florida, December, 1995

*Public Works and Land Planning*

Florida Coastal School of Law, December, 1996, *Contracts*

**Qualifications:** **Professional Engineer** – FL PE#61774, July, 2004  
**Certified General Contractor** – CGC 058399, August, 1995  
**Engineer Intern**, October, 1995

**Associations:** **Women of Asphalt**, Founder and immediate past-President – 1100 + member 501 c-6 organization founded in 2018 to focus on workforce development and support of women in the asphalt industry.

**Florida Structural Engineers Association**, past-State Branch President and State Board member

**Florida Structural Engineers Association**, North Florida branch – founder and past-President

**American Concrete Institute**, former Committee member of ACI522 and ACI330

**Other:** **St. Johns Classical Academy, Inc.** – Co-founder, Board Member and Treasurer – Founded a K-12, 501c-3 charter school from the initial creation of the charter to the physical property development, bonding, hiring and complete school start-up. SJCA is an “A” rated school with a high waitlist (lottery) and a very healthy financial status.

**Clay County Chamber of Commerce** - Board Member and Public Policy Chair, 2018-present

**Clay County Charter Review Committee**, 2019

**Guardian ad Litem Volunteer** 2010-2012

**Church** preschool volunteer, care group leader 2004-present

**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 s.s. 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: Amy Miller, Founding Treasurer



Signature

02/24/2022

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

- Name of charter school on whose Board of Directors you intend to serve St. Johns Classical Academy
- Full name Amy Miller  
Home Address 1575 Island Breeze Pt.  
Business Name and Address \_\_\_\_\_  
Phone Number 904 591 3333  
E-mail address amy.miller@stjca.org
- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (specify) \_\_\_\_\_
- 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 Women of Asphacety Inc.
- 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
- Why do you wish to serve on the board of the proposed charter school?  
To serve the community through experience.
- What is your understanding of the appropriate role of a public charter school board member?  
To create policy.

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 board member in the current school.*

8. Describe the specific knowledge and experience that you would bring to the board.

*Board experience & business acumen.*

**School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

*focused on creating graduates w/ principles of virtue & learning.*

*traditional learning, civic responsibility.*

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

*Based on classical education.*

3. What do you believe to be the characteristics of a successful school?

*students excited about learning.*

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

*Through metrics.*

5. What do you see as your role regarding the school leaders?

*Advise and ensure policies are followed.*

**Governance**

1. Describe the role that the board will play in the school's operation.

*To create policy.*

2. How will you know if the school is successful at the end of the first year of operation?

*If it meets financial stability survey are positive, children enroll.*

3. How will you know at the end of four years of the school's successful?

*Same as above.*

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

*Monthly board meetings to review financials, educational aptitude tests*

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?

*Turn them into D.O.E.*

6. If your school intends to contract with a third-party ESP:

- a. Summarize your involvement in the selection process;
- b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
- c. Indicate whether you have been involved in the review/negotiation of the management agreement.

*n/a*

**Disclosure**

1. Indicate whether you or your spouse is an employee of a charter management organization.  Yes  Yes *NO*

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

#### IV. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for St. Johns 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 Ashley M. O'Neal, Dean of Students to sign as the legal correspondent for the school.

  
\_\_\_\_\_  
*Signature*

02/24/2022

*Date*

**Amy Miller, Founding Treasurer**  
\_\_\_\_\_

*Printed Name*

Jim Horne is a 4th generation native of northeast Florida growing up in the west side of Jacksonville, the youngest of 3 sons. Jim met his better half Lori McArdle while working at Price Waterhouse and they were married in February of 1985. They have four incredible children and now three grandchildren.

- Graduated from Florida State University with a major in Accounting.
- Started his professional career in 1980 in Jacksonville with Price Waterhouse.
  - Promoted to tax manager in 3 years
- Formed his own CPA firm in Orange Park, Florida.
- While building a successful accounting and tax practice in Orange Park Jim invested in our community by serving on numerous business and philanthropic boards.
- Won State Senate to represent Clay County, the west and north sides of Duval and the northwest corner of St. Johns County in 1994
  - This was the first time anyone from Clay County had held a state senate seat in over 40 years.
- Took on the mantle of an education reformer and was responsible for some of the most significant education reform policies in the nation. One of those reform efforts was the reorganization of the education governance system creating the Nation's first K-20 systems to be headed by an appointed Commissioner of Education.
- Governor Jeb Bush selected Horne as the first appointed Commissioner of Education and Jim resigned his position as a state senator in July of 2001 and assumed his new role as head of the Florida Department of Education.
  - Responsible for a state budget of nearly 25 Billion dollars and approximately 3500 employees.
- Jim decided that he would start a public affairs firm to help private sector businesses navigate the hurdles of operating in an environment influenced by government. After 16 years his firm has grown into one of the premier national education practices in the nation.



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)**

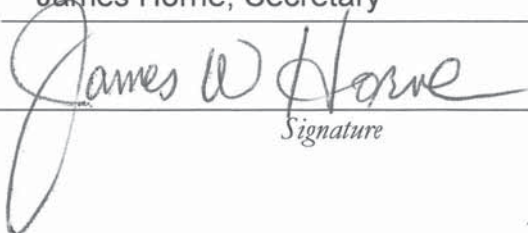
- (a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*
  - 1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board 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.*

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**Certification**

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: James Horne, Secretary

  
Signature

02/24/2022

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 St Johns Classical Academy
2. Full name James "Jim" W. Horne  
Home Address 108 Yacht Club Point, Green Cove Springs, FL  
Business Name and Address Strategos Group, PO Box 8893, Fleming Island, FL  
Phone Number 904-759-4596  
E-mail address Jimhorne2000@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 St Johns Classical Academy
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 more educational choices for families in our community
6. What is your understanding of the appropriate role of a public charter school board member?  
The primary role of a board member is to hire an effective leader for the school, set appropriate policies, create an effective budget and provide accountability for leadership, policy & budget.



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. *Served in Florida legislature creating education policy & serving as the Commissioner of Education*

8. Describe the specific knowledge and experience that you would bring to the board. *Understanding & experience about Charter school law, experience setting education policy & school operations*

#### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? *Classical education model focused on the whole student*

2. What is your understanding of the school's proposed educational program? *The Classical model based on academics, virtues + citizenship*

3. What do you believe to be the characteristics of a successful school? *Great leadership enabling great teaching with effective policies + budget*

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives? *Monthly academic report, financial statements that show success*

5. What do you see as your role regarding the school leaders? *Hire the best leader and get out of there way*

#### Governance

1. Describe the role that the board will play in the school's operation. *Set policy parameters & hold leader accountable*

2. How will you know if the school is successful at the end of the first year of operation? *School grade & other measures of virtues + citizenship*

3. How will you know at the end of four years of the school is successful? *Academic outcomes in top 10%*

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? *Active participation setting appropriate policies and budget to support the school*

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? *full disclosure in public and vote on appropriate remedy*

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.

NA

#### Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.  
 Yes  ~~Yes~~ NO

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

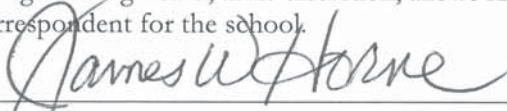
#### IV. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for St. Johns 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 Ashley M. O'Neal, Dean of Students to sign as the legal correspondent for the school.

  
\_\_\_\_\_  
*Signature*  
James Horne, Secretary  
\_\_\_\_\_  
*Printed Name*

02/24/2022  
\_\_\_\_\_  
*Date*

### The biography of Carlyle K Martin

I was raised in Orange Park Fla since the mid 1950's by my father Dr Zachary Martin, a dentist and my mother Nancy a great homemaker and the best mother ever. I am the oldest of four children. All four children attended private parochial school through the 9<sup>th</sup> grade. In 10<sup>th</sup> grade we were allowed to attend Orange Park High School. I graduated in 1969. While growing up here in Orange Park, my entire life involved activities with my family, the Orange Park Methodist Church, my school, and the Boy Scouts of America. My parents were always totally involved in everything I did. I am an Eagle Scout with two psalms and earned the God and Country Award. There are 8 Eagle Scouts in my family. I enrolled in Jacksonville University in August 1969 and graduated in May 1973 with my BS in Management and Marketing. I rowed on the crew team while attending JU. While rowing on the crew team, Coach Tim Kerr taught me much more than how to pull an oar through the water. He taught me the real meaning of teamwork, the importance of persistence, hard work and most of all how to have fun while winning in a sport. I have never forgotten any of this.

In 1980 God gave me the best gift of my life. I married Gayle Barron from Mississippi. Gayle is a board-certified cardiologist in private practice on Fleming Island. We will have been married 40 years this November 2020. We have three children and two grandchildren. Barron is my youngest son and he is an attorney in Jacksonville. Lauren my daughter attends the Nova physician assistant school in Jacksonville, and Carlyle Lanier my oldest is an electrician. All three children live here in the Orange Park Jacksonville area. Laurens two children Aedan soon to be five years old and Lilla Paige soon to be two years old spend a lot of time with Gayle and me. As they say God is good all the time. Aedan and Lilla Paige are my gifts from God.

Barron and Lauren attended St Johns Country Day School all twelve years. While they were attending St Johns, my daughter Lauren asked me to start a high school crew team. I did so and coached it for about 8 years. Lauren and Barron both rowed during these 8 years that I coached the team. We had about 40 boys and girls on the team.

In my early 20's I started working with real estate on a part time basis. In 1980 at the age of 29, I opened Martin Properties developing residential rentals. In 1986 I started acquiring raw commercial lands here in Orange Park. In 1990 I sold all my residential holdings and started developing commercial real estate here in Orange Park and on Fleming Island. Most of my holdings are medical facilities. I lease offices to physicians, I lease parking lots to hospitals, and I have kidney dialysis centers and surgery centers. I also lease offices to accountants and certified financial planners.

For fun I enjoy being in my boats, working on Saturday projects and just being in the outdoors.

So now Gayle and I are trying to slow things down somewhat. We have purchased a travel trailer and want to explore Gods great earth.



**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: Carlyle Martin, Member



Signature

02/24/2022

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 St. Johns Classical Academy
2. Full name Carlyle R. Martin
- Home Address 3135 Hwy 17 Fleming Island FLA 32003
- Business Name and Address MARTIN Properties - 590 Wills Rd Suite 1 Orange Park FLA 32073
- Phone Number 904-276-3535
- E-mail address CKMNRULES1@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

St. Johns Classical Academy

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

To help ensure that our children are getting a classical education

5. Why do you wish to serve on the board of the proposed charter school?

To set policy and give direction for the success of the school.

6. What is your understanding of the appropriate role of a public charter school board member?



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 on the St. Johns Classical Academy board for the past two years.*

8. Describe the specific knowledge and experience that you would bring to the board.

*I have been on the board of trustees, finance committee and long range planning committee of the Orange Park Methodist Church for the past 30 years.*

**School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

*To educate our students in classical ways, teaching ethical ways & good moral values.*

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

*To follow the curriculum set forth by the Hillsdale College*

3. What do you believe to be the characteristics of a successful school?

*Happy educated students who learn to give back to their community*

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

*Monthly board meetings.*

5. What do you see as your role regarding the school leaders?

*Set policy and support our headmaster*

**Governance**

1. Describe the role that the board will play in the school's operation.

*Set policy - monitor finances and give advice when requested*

2. How will you know if the school is successful at the end of the first year of operation?

*If the new school is following in the foot steps of our current school*

3. How will you know, at the end of four years of the school is successful?

*Same as above*

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

*Follow the same guidelines that have been set over the past 5 years at SJCA.*

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?

*Bring it before the board at the next monthly board meeting.*

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.

*NA*

**Disclosure**

1. Indicate whether you or your spouse is an employee of a charter management organization.

Yes  Yes

*NO*

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

#### IV. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for St. Johns 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 Ashley M. O'Neal, Dean of Students to sign as the legal correspondent for the school.

  
\_\_\_\_\_  
*Signature*

02/24/2022

*Date*

**Carlyle Martin, Member**  
\_\_\_\_\_

*Printed Name*

# GERALDINE C. HARTIN

## ATTORNEY AT LAW

3168 U.S. HWY 17, SUITE A, FLEMING ISLAND, FL 32003

904-502-4443

GERALDINE.HARTIN@GMAIL.COM

### ABOUT

Experienced, conscientious and result oriented attorney. Highly effective at developing case strategies, reviewing documentation, negotiating and litigating complex legal issues. Tackles issues with tenacity and an analytical mindset. Admitted to Florida Bar in September 2005.

### EXPERIENCE

#### **HAMILTON & HARTIN, P.A., Partner Attorney**

04/2018 –Current

Conduct residential real estate closings, review title commitments, and resolve title issues. Prepare and review agreements, including but not limited to, real estate purchase and sale, lease, road maintenance and easements. Additional practice areas include family law, injunctions, appellate actions, probate, and small estate planning. Substantial experience in all aspects of client and case management, from intake to final disposition through negotiated settlement, litigation, or appeal.

#### **SPECIAL MAGISTRATE, Clay County Code Enforcement**

04/2018-Current

Preside over cases involving violations of the Clay County Ordinances and requests for lien reductions. Review evidence and testimony to determine if a violation has occurred. Issue recommendation to the Clay County Board of Commissioners.

#### **DRAWDY & HARTIN, P.A., Partner Attorney**

02/2014 -04/2018

Handle heavy case load consisting of family law, domestic violence injunctions, appellate actions, probate, estate planning cases and various real estate matters. Cases are handled practically and aggressively.

Conduct residential real estate closings, review title commitments, and resolve various title issues.

Manage all aspects of partnership.

#### **HENDRIX, HARTIN & DRAWDY, Partner Attorney**

01/2013-1/2014

Practiced in the areas of Family Law, Probate, Estate Planning

#### **THE LAW OFFICE OF LA'RAE HENDRIX, P.A., Associate Attorney**

04/2006-12/2012

Practiced in the areas of Family Law, Probate, Estate Planning



## PROFESSIONAL ASSOCIATIONS

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Attorney for the Clay County Chamber of Commerce Executive Board

Volunteer Judge for Teen Court

Member of the Clay County Bar Association (Past President 2018)

Member of the Florida Family Law Inns of Court

Manage the Clay County Pro Se Legal Clinic in collaboration with Jacksonville Area Legal Aid

Member of the Orange Park Women's Club

Member of the Orange Park Rotary Club

Guest speaker for NBI on the topics of Probate and Family Law

## EDUCATION

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05/2005	Florida Coastal School of Law	Juris Doctorate
12/2001	University of North Florida	Bachelor of Arts – Political Science
06/1997	Clay High School	High School Diploma

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PROFESSIONAL REFERANCES AVAILABLE UPON REQUEST

### 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.*

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### **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: Geraldine Hartin, Member



*Signature*

02/24/2022

*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 St. John's Classical Academy
2. Full name Ceraldine C Hartin  
 Home Address 37107 Waterside Dr. Orange Park, FL 32073  
 Business Name and Address Hamilton & Hartin, PA, 31608 US Hwy 17, Suite # Fleming Island, FL 32003  
 Phone Number 904 278 3888  
 E-mail address geraldine.hartin@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 Clay County Chamber of Commerce, Legal Counsel, Executive Board.
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).  
 Yes  No

5. Why do you wish to serve on the board of the proposed charter school?  
~~to help govern the school and provide support for school leadership, as a board member, I do not handle day to day administrative activities or insert myself in the education process.~~ This school is an asset to our community and I want to assist with it's growth and prosperity.
6. What is your understanding of the appropriate role of a public charter school board member?  
To help govern the school and provide support for school leadership, as a board member, I do not handle day to day administrative activities or insert myself in the education process.



I serve as the board's legal counsel.

I am on the executive committee for the Clay County Chamber of Commerce.

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.

As an attorney, my legal training will assist in navigating laws, rules and procedures that must be followed.

8. Describe the specific knowledge and experience that you would bring to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To develop graduates in mind and character through a classical education, providing content rich curriculum that emphasizes the principles of virtuous living, traditional learning and civic responsibility.

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

Classical education

3. What do you believe to be the characteristics of a successful school?

Cohesion between the governing board and leadership.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

Attend board meetings, maintain education and engagement with the goals.

5. What do you see as your role regarding the school leaders?

Board members and school leaders work together to develop goals. School leadership handles the day to day administration.

Governance

1. Describe the role that the board will play in the school's operation.

The board will set guidelines and procedures

2. How will you know if the school is successful at the end of the first year of operation?

Through the measurement of completion of the year's goals

3. How will you know at the end of four years if the school is successful?

Has the school reached it's goals concerning growth, retention, and graduation rates.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Ensure we meet regularly, stay on task, and make sure we are always working towards our goals, monitoring progress.

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 concerns should be brought to the attention of that board member and the 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.

N/A

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

Yes  No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

## IV. ATTACHMENT TEMPLATES

### IV. Statement of Assurances

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for St. John's 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 Geraldine Hartin (name), \_\_\_\_\_ (title) to sign as the legal correspondent for the school.

Geraldine Hartin  
Signature

1/14/22  
Date

Geraldine C Hartin  
Printed Name

#### IV. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for St. Johns 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.
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- 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 Ashley M. O'Neal, Dean of Students to sign as the legal correspondent for the school.

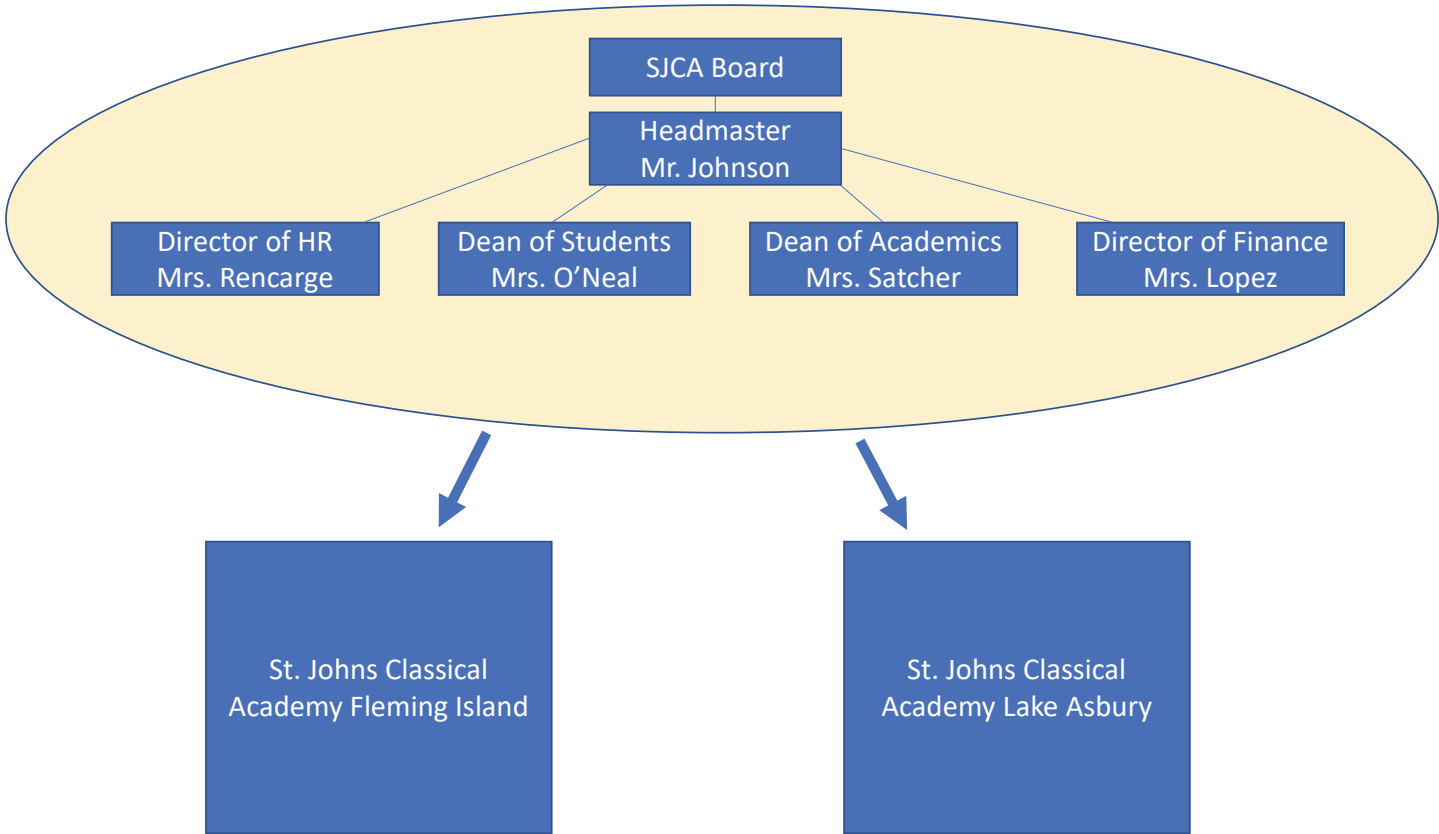
  
\_\_\_\_\_  
*Signature*

02/24/2022  
*Date*

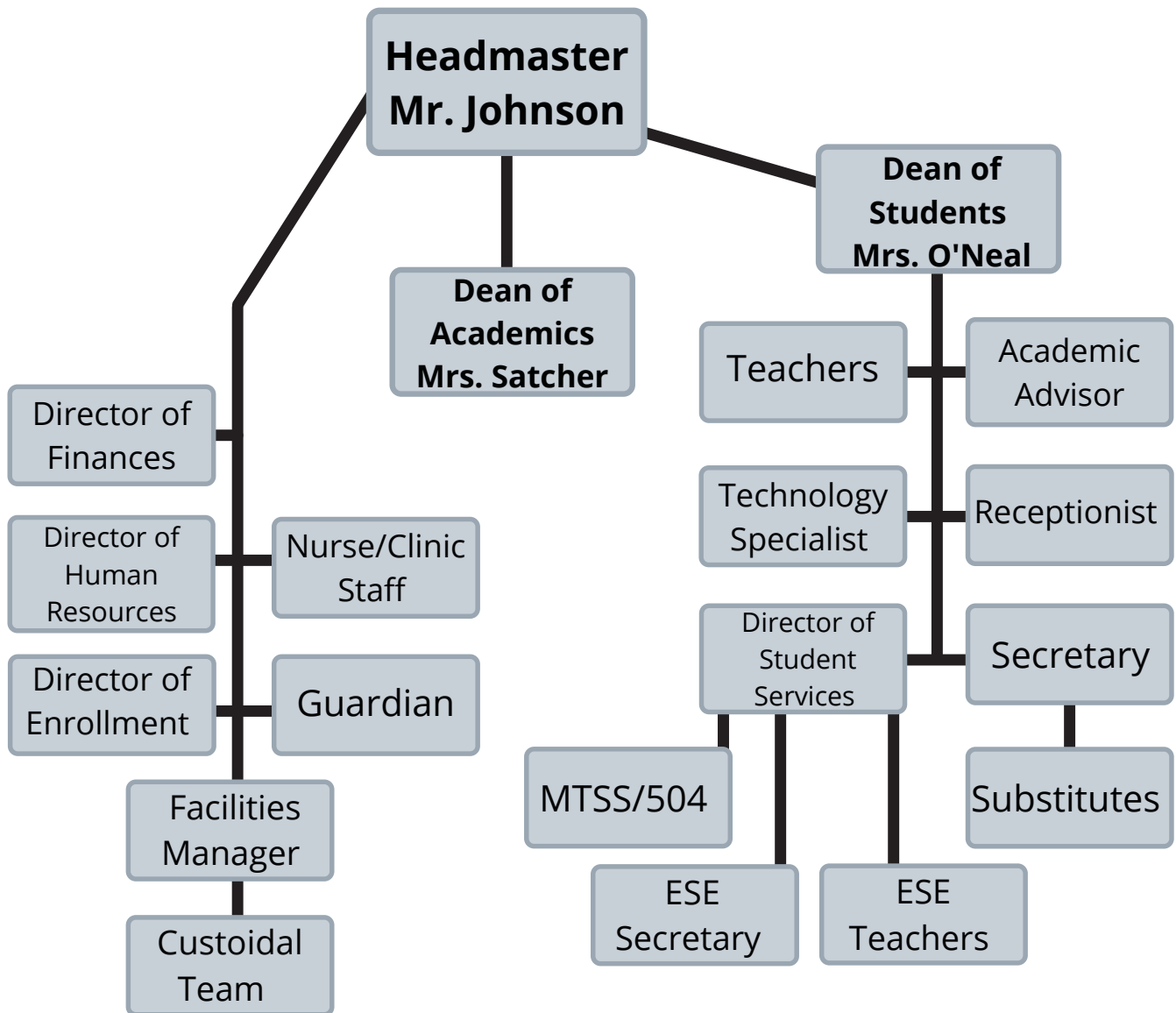
Geraldine Hartin, Member

\_\_\_\_\_  
*Printed Name*





# SJCA Organizational Chart



- Academic Advisor- Mr. Griffin
- Technology Specialist- Mrs. Moudy
- Receptionist- Mrs. Rovira
- Secretary- Mrs. Phillips
- Director of Student Services- Mrs. Clifton
- MTSS/504- Mrs. S. Glynn
- ESE Secretary- Mrs. Freeman
- ESE Teachers
  - Mrs. McGinn
  - Mrs. Livesay
  - Mrs. Braly (speech)
- Mrs. E. Glynn (OT)
- Director of Finances- Mrs. Lopez
- Director of Human Resources- Mrs. Rencarge
- School Nurse- Mrs. Legg
- Clinic Assistant- Mrs. Williams
- Guardian- confidential
- Director of Enrollment- Mrs. Mann
- Facilities Manager- Mr. Lopez
- Custodial Team
  - Mrs. Trujillo
  - Mrs. Juarez-Neri
  - Mr. Mullen



## Job Description

<b>Job Title</b>	Headmaster
<b>Classification</b>	Exempt
<b>Salary Grade/Level</b>	Based on education and experience
<b>Reports to</b>	Governing Board
<b>Contracted Days of Employment per school year</b>	260 Days; 12 Months
<b>Date</b>	

## Summary

School Headmaster is a significant leadership position in a community. A person in such a role is entrusted with many important concerns of the people: their children's lives, the reputation of the community as one that cares about education, a substantial financial trust of public monies, and the future viability of the community and ultimately the nation through the work of passing on civilization to the people's posterity. The goal of this position is to manage the School and to provide organizational and instructional leadership to assure high scholar outcomes, maintain the integrity of the school's approved charter and fulfill its mission.

## Essential Functions

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### I. Relationship with Governing Board

- Attends and participates in meetings of the Governing Board.
- Informs and advises the Governing Board about the programs, practices, and problems of the schools, as well as activities operating under the authority of the Governing Board.
- Implements Governing Board policies; advises the Governing Board when he/she identifies the need to add, modify, or delete a policy.
- Submits recommendations to the Governing Board relative to matters requiring Governing Board action, supported by data and information as necessary to make informed decisions.
- Recommends, annually, to the Governing Board system-wide goals. Monitors and reports back to the Board, at least semi-annually, on the progress toward achieving the goals.
- Works with the Governing Board in implementing the mission of the school and a comprehensive long-range plan.

### II. Budget

- Prepares annual operating budget recommendations based on guidelines set by the Governing Board. Works with the Governing Board to develop the final budget.
- Implements the approved budget.

### III. Educational Leadership & Curriculum

- Assures high academic performance outcomes for all scholars; adhering to the curriculum standards set forth by Hillsdale and BCSI.



- Keeps informed of current curricular and educational thoughts, trends, and practices, as well as proposed legislation impacting the school. Informs the Governing Board of significant developments in these areas and attends monthly training.
- Oversees development and implementation of objectives and long-range plans for curriculum and instructional evaluation and improvement.
- Assures continuous study and revision of curriculum guides and courses of study to best support teacher needs.

IV. Personnel

- Hires all personnel.
- Ensures the hiring of qualified and competent personnel.
- Assigns, transfers, and promotes employees as the interests of the school may indicate.
- Assures professional development opportunities are provided to the school staff.
- Assures systematic performance evaluation of school personnel and takes necessary action regarding any employee whose performance is judged to be unsatisfactory.
- Holds such meetings of school personnel as are necessary for discussion of matters related to the welfare and improvement of the schools.

V. Facilities

- Determines, with the Governing Board, short and long-range building needs and oversees implementation of construction, operation, and maintenance programs.

VI. General Management

- Takes necessary steps to assure the safety and welfare of scholars and employees in the schools and at school sponsored activities.
- Maintains records for the schools, including financial accounts, business and property records, personnel, and school population records. Acts as custodian of such records and of all contracts, documents, securities, title papers, books, and other papers of the Governing Board.
- Responsible for ensuring that an administrator attends all afterschool functions.

VII. Communications/Public Relations

- Maintains open lines of communication and cooperative working relationships with the authorizer, supports organizations and other committees.
- Maintains open lines of communication and cooperative relationships with school staff, the Governing Board, parents, CCSD, and the community at-large.

VIII. Performs other appropriate tasks which may be assigned by the Governing Board

- Administer SJCA governing board's policies, state and federal requirements and applicable laws.
- Be accountable for scholar achievement; budget management; expenditure of funds; dissemination of information; district or charter school communications; attend all local board meetings.
- Ensure that school patrons and the public are informed and involved in the acquisition, planning and development of school facilities and that scholars are provided with adequate facilities which conform to state and federal mandates.
- Be accountable for scholar safety.
- Ensure that all scholars are supervised while on school property and while attending or traveling to school events or activities on school-provided transportation.

- Ensure that all buildings, grounds, and facilities provide a safe and orderly environment for public use.
- Administer and implement the charter school's approved staff accountability plan and procedures.
- Ensure that a process is in place to identify, train, assign and support personnel resources in classrooms, which shall include, but not be limited to, the following:
  - a) establish the specific expertise of the person.
  - b) obtain a background check and fingerprint records.
  - c) provide the person with a training, prior to entering a classroom, about how the school operates, appropriate teaching methods and expectations of headmaster and assigned teacher.
  - d) establish a start date and ending date for the person; and
  - e) provide for an evaluation of services upon completion of the school year.

### **Qualities and Characteristics**

- Leadership. Specifically, the ability to discern 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 that will mobilize the resources of the organization so that it can follow the course laid out before it by the leader; and the ability to raise up leaders in an organization.
- Intellectual depth and seriousness with a bias toward the life of the mind, befitting of the leader of an academic institution. A love of learning demonstrated by the on-going personal pursuit of knowledge and the passion to share knowledge with others.
- A commitment to school reform, energized with courage and governed by prudence.
- Generates trust and confidence by others in his or her leadership by exhibiting the following behaviors and characteristics: integrity, transparency, clear communication, truthfulness, decisiveness, listening, equanimity, collaboration, approachable, winsomeness, kindness, and humility.
- High moral character.
- Excellent verbal, written, and collaborative communication, organizational, and interpersonal skills.
- Able to uphold and support the vision and mission of St. Johns Classical Academy.

### **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 teacher, 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 productivity 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, mental agility, and durability to have difficult conversations.
- A general understanding of financial management principles, including planning a budget and managing to it throughout a school year, auditing, and controls.

- An understanding of the school's respective state accountability system for K-12 public schools and laws relevant to charter schools.

### **Supervisory Responsibility**

The Classical Charter School Headmaster manages all employees of the Academy.

### **Work Environment**

This job operates in a professional office environment. This role routinely uses standard office equipment such as computers, phones, photocopiers, and filing cabinets. The noise level in the work environment is moderate. Noise level may rise during periods of high scholar traffic.

### **Physical Demands**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which require bending, stooping and lifting.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee will escort scholars around campus.
- The employee must have normal vision and hearing with or without aid.
- The employee must be able to move about assigned locations unaided during the workday.

### **Position Type and Expected Hours of Work**

This is a full-time position. Days and hours of work are Monday through Friday from 7:15 a.m. to 3:25 p.m.

### **Travel**

Some travel may be expected for this position.

### **Required Education and Experience**

- Master's degree (MA) from an accredited college or university or equivalent.
- Minimum two years successful administrative experience.
- Experience in scholar instruction.
- Demonstrated ability to lead a school community toward improved academic achievement.
- Computer literacy skills; proficient in Windows, MS Word, Excel, Outlook, PowerPoint; Scholar Information System (SIS).
- Equivalent combination of education and experience.

### **EEO Statement**

**St. Johns Classical Academy provides equal employment opportunity to all individuals regardless of their race, color, creed, religion, gender, age, sexual orientation, national origin, disability, veteran status, or any other characteristic protected by state, federal, or local law ensures that all applicants and employees are treated without regard to any of these characteristics. Discrimination will not be tolerated.**

### **Other Duties**

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time with or without notice.

**Signatures**

This job description has been approved by all levels of management:

Manager \_\_\_\_\_

HR \_\_\_\_\_

***Employee signature below constitutes employee's understanding of the requirements, essential functions, and duties of the position. I understand that my employment with St. Johns Classical Academy, is considered at will, meaning that either the Academy or I may terminate this employment relationship at any time with or without cause or notice.***

Employee \_\_\_\_\_  
(Printed Name)

Date \_\_\_\_\_

Employee \_\_\_\_\_  
(Signature)

## **Daniel (Matt) Johnson**

3574 Kingston Heath Court, Green Cove Springs, FL • 904-584-0029 •  
johnson.daniel744@gmail.com

**OBJECTIVE:** Vice President/Executive Position

### **SENIOR EXECUTIVE**

A dynamic and versatile executive management professional offering extensive and diverse experience in leading people, programs and organizations with multi-million dollar budgets. A proven leader with a passion for excellence recognized for skills in team building, strategic thinking, mentorship and improving organization efficiency and effectiveness.

- Active Top Secret/Sensitive Compartmented Information Clearance
- Certified Information Systems Security Professional (CISSP)
- Community Leader
- Adept at conflict resolution
- Team building experience
- Adept at interpersonal relationships
- Experienced administrator
- Graduate of the U.S. Army War College

### **PROFESSIONAL HIGHLIGHTS**

***Executive Director, Camp Blanding Joint Training Center, Starke, FL***

***2015 - Present***

- Served as the leader of a very active military training installation
- Ensured quality training for 200,000+ customers per year
- Provided leadership to 300+ employees and all operational functions
- Provided strategic planning and direction in order to remain relevant for training
- Ensured proper manning and equipping in order to train warriors for the purpose of going to war
- Designed, planned, and implemented a model emergency action plan designed around an active shooter scenario

***Chief Information Officer, Florida National Guard, St. Augustine, FL***

***2011 - 2015***

- Served as the principal staff officer and primary advisor to the CEO for all IT and Cyber operations
- Managed all IT support services for over 120 military units and 12,000 customers
- Ensured the protection and confidentiality of all data
- Managed the organization's Information Assurance programs
- Supervised the acquisition, distribution, replacement, maintenance and support of all IT resources
- Oversight of an annual operating budget ranging from \$6M to \$14M
- Provided readiness, planning and deployment of all communications resources
- Served as Designated Approval Authority
- Planned for and helped design a three-tier system to ensure no data loss
- Managed and controlled a robust \$30M emergency communications system

**Battalion Commander, Jacksonville, FL (one year in Baghdad, Iraq)**

**2007 – 2011**

- Served as the leader of a forward expeditionary signal battalion supporting Operation Iraqi Freedom
- Provided leadership to 515 military personnel
- Ensured the installation, operation, and maintenance of network and transmission equipment
- Provided communications to 33 independent sites throughout Iraq
- Ensured sound programs were in place for leader development, soldier safety, training, and support
- Ensured 100% accountability of all equipment with a dollar value in excess of \$140 million
- Unit was recognized with the Presidential Unit Citation for outstanding mission accomplishment
- Awarded the Bronze Star Medal for outstanding achievement of mission

### **EDUCATION and TRAINING**

M.A. National Security and Strategic Studies, U.S. Army War College, Carlisle, PA

M.S. Educational Administration & Leadership, Florida State University, Tallahassee, FL

B.A. Political Science, Florida State University, Tallahassee, FL

B.A. Social Science Education, Florida State University, Tallahassee, FL

Graduate, Command and General Staff College, U.S. Army

Graduate, Human Resources Officer Course, U.S. Army

Graduate, Defense Equal Opportunity Management Institute, Patrick Air Force Base, FL

### **PROFESSIONAL/COMMUNITY ORGANIZATIONS**

State President – Florida, Association of the United States Army (AUSA)

Board Member, Camp Blanding Museum Association

Board of Directors, St Johns Classical Academy





## Job Description

<b>Job Title</b>	Dean of Academics
<b>Classification</b>	Exempt
<b>Salary Grade/Level</b>	Based on education and experience
<b>Reports to</b>	Headmaster
<b>Contracted Days of Employment per school year</b>	
<b>Date</b>	

### Summary

Provide coaching, mentoring and training to the teachers across subject areas.

### Essential Functions

- Develop teachers by coaching and mentoring them across subject areas:
  - In the foundations of quality classical education
  - Develop a strong understanding of cultural literacy and its implications for our democracy
  - Cursive handwriting instruction to ensure consistency across grade levels
  - Troubleshoot Literacy Essentials instruction
  - Effective use of instructional time
  - Planning high quality history, science, and literature units
  - Increase the breadth and depth of instruction by using high quality, engaging trade books to delve deep in the BCSI Scope and Sequence
  - Methods for assessing and gathering data on scholar performance
- Model Literacy Essential lessons for teachers to improve their own teaching
- With the assistance of the bookkeeper, create the textbook and curriculum materials budget, purchase textbooks and curriculum materials, and inventory textbooks and curriculum materials from the BCSI Bill of Materials list.
- Perform classroom walkthroughs and observations
- Write the monthly family newsletter, *The Lion Line*
- Oversee the accreditation process with Cognia
- Train substitutes in the foundations of classical education and Literacy Essentials
- Collaborate weekly with BCSI Instructional Team at Hillsdale College
- Audit lesson plans in Planbook.com to ensure fidelity to the classical curriculum, integration of Literacy Essential across subject areas, and monitoring pacing to ensure BCSI objectives and standards are met by the end of the academic year
- Plan in-service activities and PLCs for ongoing professional development of teachers
- Track professional development in-service hours for teachers
- Plan and host Community Nights
- Ensure fidelity to BCSI policies especially as it relates to curriculum and instruction
- Serve as curriculum liaison with BCSI, Literacy Essentials coaches, SJCA board members, SJCA administration, teachers, and parents
- Host VIP Tours

- An administrator will be required at all after hours events, as such the Headmaster will assign certain afterschool events through-out the school year. Attendance at such events will be mandatory
- Able to uphold and support the vision and mission of St. Johns Classical Academy

### **Required Qualifications**

- Bachelor's Degree
- Three years of successful teaching experience.
- Proficient in Literacy Essentials, BCSI policies and the classical model of education.

### **Desired Qualifications**

- Master's Degree
- Five years of successful teaching experience
- Previous leadership experience such as team leader, department head, SAC member, committee chairperson, etc.

### **Work Environment**

This job operates in a professional office environment. This role routinely uses standard office equipment such as computers, phones, photocopiers, and filing cabinets. The noise level in the work environment is moderate. Noise level may rise during periods of high scholar traffic.

### **Physical Demands**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which require bending, stooping and lifting.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee will escort scholars around campus.
- The employee must have normal vision and hearing with or without aid.
- The employee must be able to move about assigned locations unaided during the workday.

### **Position Type and Expected Hours of Work**

This is a full-time position. Days and hours of work are Monday through Friday from 7:15 a.m. to 3:25 p.m.

### **Travel**

Some travel may be expected for this position.

### **EEO Statement**

**St. Johns Classical Academy provides equal employment opportunity to all individuals regardless of their race, color, creed, religion, gender, age, sexual orientation, national origin, disability, veteran status, or any other characteristic protected by state, federal, or local law ensures that all applicants and employees are treated without regard to any of these characteristics. Discrimination will not be tolerated.**

### **Other Duties**

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee of this job. Duties, responsibilities and activities may change at any time with or without notice.

### Signatures

This job description has been approved by all levels of management:

Manager \_\_\_\_\_

HR \_\_\_\_\_

***Employee signature below constitutes employee's understanding of the requirements, essential functions and duties of the position. I understand that my employment with St. Johns Classical Academy, is considered at will, meaning that either the Academy or I may terminate this employment relationship at any time with or without cause or notice.***

Employee \_\_\_\_\_  
(Printed Name)

Date \_\_\_\_\_

Employee \_\_\_\_\_  
(Signature)



## Job Description

<b>Job Title</b>	Dean of Students
<b>Classification</b>	Exempt
<b>Salary Grade/Level</b>	Based on education and experience
<b>Reports to</b>	Headmaster
<b>Contracted Days of Employment per school year</b>	
<b>Date</b>	

### Summary

The Dean of Students is directly responsible to the Headmaster. He/she serves in a staff relationship with other assistant administrators in the school.

### Essential Functions

- Assume all administrative duties in absence of the headmaster
- Assist in fulfilling any duties outlined on the headmaster's job description and delegated by the headmaster
- Position is equivalent to an Assistant Principal's role
- An administrator will be required at all after hours events, as such the Headmaster will assign certain afterschool events through-out the school year. Attendance at such events will be mandatory
- Able to uphold and support the vision and mission of St. Johns Classical Academy

### Required Qualifications

- Bachelor's Degree
- Three years of successful teaching experience.

### Desired Qualifications

- Master's Degree
- Five years of successful teaching experience
- Previous leadership experience such as team leader, department head, SAC member, committee chairperson, etc.

### Work Environment

This job operates in a professional office environment. This role routinely uses standard office equipment such as computers, phones, photocopiers, and filing cabinets. The noise level in the work environment is moderate. Noise level may rise during periods of high scholar traffic.

### Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which require bending, stooping and lifting
- The employee must use hands and arms to manipulate objects

- The employee must use keyboards, tools and other controls
- The employee must sit and stand for long periods of time
- The employee will escort scholars around campus
- The employee must have normal vision and hearing with or without aid
- The employee must be able to move about assigned locations unaided during the workday

**Position Type and Expected Hours of Work**

This is a full-time position. Days and hours of work are Monday through Friday from 7:15 a.m. to 3:25 p.m.

**Travel**

Some travel may be expected for this position.

**EEO Statement**

**St. Johns Classical Academy provides equal employment opportunity to all individuals regardless of their race, color, creed, religion, gender, age, sexual orientation, national origin, disability, veteran status, or any other characteristic protected by state, federal, or local law ensures that all applicants and employees are treated without regard to any of these characteristics. Discrimination will not be tolerated.**

**Other Duties**

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee of this job. Duties, responsibilities and activities may change at any time with or without notice.

**Signatures**

This job description has been approved by all levels of management:

Manager \_\_\_\_\_

HR \_\_\_\_\_

*Employee signature below constitutes employee’s understanding of the requirements, essential functions and duties of the position. I understand that my employment with St. Johns Classical Academy, is considered at will, meaning that either the Academy or I may terminate this employment relationship at any time with or without cause or notice.*

Employee \_\_\_\_\_  
(Printed Name)

Date \_\_\_\_\_

Employee \_\_\_\_\_  
(Signature)



## Job Description

<b>Job Title</b>	Teacher
<b>Classification</b>	Exempt
<b>Salary Grade/Level</b>	Based on education and experience
<b>Reports to</b>	Dean of Administration
<b>Contracted Days of Employment per school year</b>	196
<b>Hire Date</b>	

### Summary

Education occurs when teachers and scholars combine their wills while engaged on a particular subject. For this combination to be successful, the teacher must first develop an expertise in the given subjects, to serve as an authority. While teachers are not responsible for the individual will of each scholar, each teacher is responsible for creating a program and an environment favorable to learning and personal growth; for encouraging scholars to develop the requisite skills, attitudes, and knowledge; for providing scholars with experiences which integrate the time-tested modes of learning; for establishing effective rapport with scholars and their parents. Teachers must be willing to commit to the school's mission, the BCSI ten essential elements and academic program, and scholar outcomes as outlined in the approved charter.

### Essential Functions

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- 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 SJCA 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 in scholar instruction.
- Meets and instructs assigned classes in the locations and at the times designated.
- Shows commitment to the school's mission, academic program, and scholar academic outcomes as outlined in the approved charter.
- 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 SJCA policies including attendance, absences, and evaluations.
- Attendance must be adequate to acceptably perform listed job functions.
- Able to uphold and support the vision and mission of St. Johns Classical Academy.



**Experience, Knowledge, Skills, and Abilities**

- Demonstrated expertise in subject matter (especially for subject specialists).
- Effective communication skills, both verbal and written.
- Flexibility, organization, decision-making, and problem-solving skills.
- Personal skills with diverse populations in-person and on the telephone.
- Knowledge of computer systems, financial procedures, and legal requirements.
- Ability to meet deadlines, work on multiple projects, and coordinate the work of others.
- Knowledge of school policies on immunization, medication, first aid, emergencies, and child abuse/neglect.
- Knowledge of all laws, regulations, and guidelines affecting teachers and scholars.
- Knowledge of effective classroom management techniques.
- Ability to maintain positive relationships with scholars, parents, community members, and staff.

**Supervisory Responsibility**

This position has no supervisory responsibilities.

**Work Environment**

This job operates in a professional office environment. This role routinely uses standard office equipment such as computers, phones, photocopiers, and filing cabinets. The noise level in the work environment is moderate. Noise level may rise during periods of high scholar traffic.

**Physical Demands**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which require bending, stooping, and lifting.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee will escort scholars around campus.
- The employee must have normal vision and hearing with or without aid.
- The employee must be able to move about assigned locations unaided during the workday.

**Position Type and Expected Hours of Work**

This is a full-time position. Days and hours of work are Monday through Friday from 7:15 a.m. to 3:25 p.m.

**Travel**

Some travel may be expected for this position.

**Required Education and Experience**

- Bachelor's degree.
- Current Florida teaching certificate endorsed in the area to be taught, or Florida Statement of Eligibility.
- When enrollment dictates ESOL, teacher must possess required ESOL hours or certification.
- Experience in scholar instruction.

**EEO Statement**

St. Johns Classical Academy provides equal employment opportunity to all individuals regardless of their race, color, creed, religion, gender, age, sexual orientation, national origin, disability, veteran status, or any other characteristic protected by state, federal, or local law ensures that all applicants and employees are treated without regard to any of these characteristics. Discrimination will not be tolerated.

**Other Duties**

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time with or without notice.

**Signatures**

This job description has been approved by all levels of management:

\_\_\_\_\_  
Daniel M. Johnson, Headmaster

\_\_\_\_\_  
Michelle L. Rencarge, Director of Human Resources

***Employee signature below constitutes employee's understanding of the requirements, essential functions, and duties of the position. I understand that my employment with St. Johns Classical Academy, is considered at will, meaning that either the Academy or I may terminate this employment relationship at any time with or without cause or notice.***

Employee

\_\_\_\_\_  
Teacher

Date:

\_\_\_\_\_

## **Attachment R: Personnel Policies**

### **LINK TO FACULTY AND STAFF PROCEDURAL MANUAL**

<https://drive.google.com/file/d/1c4nTRWjyrTAzbpQgRJDINsTJxnlW1lm/view?usp=sharing>

### **Employee Handbook**

#### **Introduction**

In any organization, it is necessary to have written policies, procedures, and general rules of behavior to serve as guidelines for all. It is also important to know what St. Johns Classical Academy (“SJCA”) does for you. You will find that this Handbook explains much of what you may expect from SJCA, as well as much of what will be expected of you. This Handbook replaces any and all earlier personnel handbooks, policies and procedures, and memoranda, whether written, oral, or established by practice. Individual written employment contracts mutually executed between SJCA and an employee may supersede some of the provisions of this Handbook.

There are several important things to keep in mind about this Handbook. First, it contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions with the Director of Human Resources. You should attempt to resolve most issues by speaking with SJCA. Neither this Handbook nor any other SJCA document confers any contractual right, either express or implied, to remain in SJCA’s employ. This Handbook does not guarantee any fixed terms or conditions of your employment. Your employment with SJCA is not for any specific duration and may be terminated at will, with or without cause, and without prior notice by SJCA, or you may resign for any reason at any time. Only the Board or its assigned designee has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above.

This Handbook and the information in it should be treated as confidential. No portion of this Handbook should be disclosed to others, except SJCA employees and others affiliated with SJCA whose knowledge of the information is required in the normal course of business.

You should always check with SJCA for the most current policies and procedures. Business needs are constantly transitioning and changing. SJCA reserves the right to modify, revise, revoke, suspend, or terminate any or all such plans, policies, procedures, or

benefits, in whole or in part, with or without notice at any time. The content of some items contained in this Handbook may not be current. As policies, procedures, rules and benefits change, SJCA will make efforts to communicate changes, via an addendum, to you in as thorough and timely manner as possible, or as required by law. This handbook is subject to change by action of the Governing Board of St. Johns Classical Academy at Board discretion.

## **St. Johns Classical Academy Culture**

- Employees will uphold and encourage students to uphold the school's Standards of Virtue: Citizenship, Courage, Honesty, Humility, Integrity, Perseverance, Respect, Responsibility and Wisdom.
- St. Johns Classical Academy is an open enrollment school with no enrollment criteria outside of statutory and contractual requirements.
- St. Johns Classical Academy practices require a small K-11 atmosphere with a closed campus. This conscious choice ensures that all students are known and educated by our faculty and staff.
- The Headmaster is accountable for the well-being of every student. Faculty members personally know each of their students as well as others.
- Students and employees will adhere to a dress code.
- Discipline policies are designed to prevent interruption of teaching and learning as well as reinforce the core virtues.

## **St. Johns Classical Academy Vision Statement**

St. Johns Classical Academy is affiliated with Hillsdale College's Barney Charter School Initiative (BCSI). We will offer a unique option that provides students with classical education. The school will begin in year 2017-2018 with a K-8 offering. An additional grade will be added each successive year eventually marking SJCA a K-12 school.

## **Section 1 - Governing Principles of Employment**

### **1.1 Terms of Understanding**

Employee understands that SJCA is a non-profit organization that owes its continued and growing success to the loyalty, dedication, and hard work of its Employees. To remain successful, Employee understands that he or she has a continued obligation to be as productive as possible during working hours. Such productivity includes all aspects of the Employee's job duties and full adherence to SJCA employment policies including absenteeism and tardiness policies. Employee can monitor his or her own productivity in real time.

The members of the Administration at SJCA trust that Employees, will be self-sufficient in assuring personal and team productivity and thus they will not be responsible for day to day remediation or oversight. Should an Employee fall short of the assigned productivity

and or does not meet the requirement of the position on a regular basis and not engage in self-improvement, and in fact not improve in a timely manner, Employee will be subject to SJCA progressive disciplinary policies as more thoroughly detailed herein.

Employee will undertake, to the best of his or her ability, to fulfill the duties and responsibilities that Employee was hired for.

Violation of SJCA policies or procedures may result in disciplinary action including demotion, leave without pay, or termination of employment. SJCA encourages a system of progressive discipline depending on the type of prohibited conduct. However, SJCA is not required to engage in progressive discipline and may discipline or terminate an Employee where he or she violates the rules of conduct, or where the quality or value of the Employee's work fails to meet expectations at any time. Again, any attempt at progressive discipline does not imply that your employment is anything other than on an "at will" basis.

Employees of St. Johns Classical Academy are bound by Principles of Professional Conduct for the Education Profession in Florida Rule 6a-10.081:

"Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), F.S."

In appropriate circumstances, SJCA will provide the Employee first with a verbal warning, then with one or more written warnings, and if the conduct is not sufficiently altered, eventual demotion, suspension without pay, or termination of employment. Your supervisor will make every effort possible to allow you to respond to any disciplinary action taken. Understand that while SJCA is concerned with consistent enforcement of our policies, SJCA is not obligated to follow any disciplinary or grievance procedure and that depending on the circumstances, Employee may be disciplined or terminated without any prior warning or procedure.

## **1.2 At-Will Employment**

All Employees of SJCA are at-will Employees unless otherwise noted separately in a contract of employment. Accordingly, this means that either you or SJCA may end the employment relationship at any time, for any reason, with or without cause. No person at SJCA, except SJCA's Board or its assigned designee, has authority to enter into any

employment agreement with you. Nothing anywhere in this Handbook alters the at-will employment relationship. Nothing in this Handbook, or any other personnel document, including benefit plan descriptions, creates or is intended to create a promise or representation of continued employment, employment in a specific position, or employment at a specific rate of pay.

### **1.3 Equal Employment Opportunity Employer**

St. Johns Classical Academy is an Equal Opportunity Employer that does not discriminate on the basis of actual or perceived race, religion, creed, color, age, sex, sexual orientation, gender, gender identity, gender expression, national origin, ancestry, marital status, civil union status, medical condition, disability (mental and physical), military and veteran status, pregnancy, childbirth and related medical conditions, or any other characteristic protected by applicable federal, state, or local laws and ordinances. Our Administrative team is dedicated to this policy with respect to recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, employee activities and general treatment during employment. SJCA will endeavor to make a reasonable accommodation to the known physical or mental limitations of qualified employees with disabilities unless the accommodation would impose an undue hardship on the operation of our business. If you need assistance to perform your job duties because of a physical or mental condition, please let the Director of Human Resources know. SJCA will endeavor to accommodate the sincere religious beliefs of its employees to the extent such accommodation does not pose an undue hardship on SJCA's operations. If you wish to request such an accommodation, please speak to Director of Human Resources. Any employees with questions or concerns about equal employment opportunities in the workplace are encouraged to bring these issues to the attention of Administration. SJCA will not allow any form of retaliation against individuals who raise issues of equal employment opportunity. To ensure our workplace is free of artificial barriers, violation of this policy will lead to discipline, up to and including termination. Title II of the Genetic Information Nondiscrimination Act (GINA) of 2008 protects applicants and employees from discrimination based on genetic information in hiring, promotion, termination, pay, fringe benefits, job training, classification, referral and other aspects of employment. GINA also restricts employers' acquisition of genetic information and strictly limits disclosure of genetic information. Genetic information includes information about genetic tests of applicants, employees or their family members; the manifestation of diseases or disorders in family members (family medical history); and requests for or receipt of genetic services by applicants, employees or their family members.

### **1.4 Reasonable Accommodations**

It is recognized that a current Employee may experience either a temporary or permanent



impairment, which may impact the Employee's ability to perform any, or all of the essential requirements of his or her job duties. St. Johns Classical Academy will engage in a dialogue with Employee who has impairments to discuss the essential functions of the Employee's job, and SJCA's ability to accommodate the Employee. Employee who fails to engage in this interactive dialogue impair SJCA's ability to engage in productive discussions about potentially accommodating the Employee's needs.

A modified duty position may be offered to Employee who suffers an occupational injury/illness. Employee who is released by their physician to return to work less than full-time or with physical work restrictions may be eligible for a modified duty position, but such depends on business necessity. Modified duty positions may be a temporary reassignment to another position within SJCA, if available, or the Employee's current position may be reviewed to determine if reasonable accommodations can be made within the Employee's medically documented work restrictions. Modified duty positions may not be available, and in such circumstances, SJCA has no obligation to keep the Employee's job open and may need to replace the Employee. There is no guaranteed leave under workers' compensation law such that SJCA has a duty under the law to keep an Employee's position open during the Employee's recovery and business necessity may require SJCA to fill the position during the Employee's absence. If Employee fails to keep SJCA informed about the Employee's need for absences/leave, SJCA's job abandonment policies will apply.

## **1.5 Discrimination, Harassment, and Retaliation Prevention**

St. Johns Classical Academy does not tolerate and prohibits discrimination, harassment, or retaliation of or against job applicants; contractors, interns, volunteers, or employees by another employee, supervisor, vendor, customer, or any third party on the basis of actual or perceived race, religion, creed, color, age, sex, sexual orientation, gender, gender identity, gender expression, national origin, ancestry, marital status, civil union status, medical condition, disability (mental and physical), military and veteran status, pregnancy, childbirth and related medical conditions, or any other characteristic protected by applicable federal, state, or local laws and ordinances. SJCA is committed to a workplace free of discrimination, harassment, and retaliation.

### **Discrimination Defined**

Discrimination under this policy means treating differently or denying or granting a benefit to an individual because of the individual's protected characteristic.

### **Harassment Defined**

Harassment is defined in this policy as unwelcome verbal, visual, or physical conduct creating an intimidating, offensive, or hostile work environment that interferes with

work performance. Harassment can be verbal (including slurs, jokes, insults, epithets, gestures, or teasing), graphic (including offensive posters, symbols, cartoons, drawings, computer displays, or emails) or physical conduct (including physically threatening another, blocking someone's way, etc.) that denigrates or shows hostility or aversion towards an individual because of any protected characteristic. Such conduct violates this policy, even if it is not unlawful. Because it is difficult to define unlawful harassment, employees are expected to behave at all times in a professional and respectful manner.

## **Sexual Harassment Defined**

Sexual harassment can include all of the above actions, as well as other unwelcome conduct, such as unwelcome or unsolicited sexual advances, requests for sexual favors, conversations regarding sexual activities, and other verbal or physical conduct of a sexual nature.

Examples of conduct that violates this policy include:

- unwelcome sexual advances, flirtations, advances, leering, whistling, touching, pinching, assault, blocking normal movement;
- requests for sexual favors or demands for sexual favors in exchange for favorable treatment;
- obscene or vulgar gestures, posters, or comments;
- sexual jokes or comments about a person's body, sexual prowess, or sexual deficiencies;
- propositions or suggestive or insulting comments of a sexual nature;
- derogatory cartoons, posters, and drawings;
- sexually explicit emails or voicemails (including instant messages or text messages);
- uninvited touching of a sexual nature;
- unwelcome sexually related comments;
- conversation about one's own or someone else's sex life;
- conduct or comments consistently targeted at only one gender, even if the content is not sexual; and
- teasing or other conduct directed toward a person because of the person's gender.

## **Retaliation Defined**

Retaliation means adverse conduct taken because an individual reported an actual or perceived violation of this policy, opposed practices prohibited by this policy, or participated in the reporting and investigation process described below. "Adverse conduct" includes but is not limited to:

- shunning or avoiding an individual who reports harassment, discrimination, or retaliation;
- express or implied threats or intimidation intended to prevent an individual from reporting harassment, discrimination, or retaliation;
- denying employment benefits because an applicant or employee reported harassment, discrimination, or retaliation or participated in the reporting and investigation process

described below. All discrimination, harassment, and retaliation is unacceptable in the workplace and in any work-related settings such as business trips and business-related social functions, regardless of whether the conduct is engaged in by a supervisor, co-worker, client, customer, vendor, or other third party.

## **Reporting Procedures**

The following steps have been put into place to ensure the work environment is respectful, professional, and free of discrimination, harassment, and retaliation. If an employee believes someone has violated this policy or the Equal Employment Opportunity Policy, the employee should promptly bring the matter to the immediate attention of Director of Human Resources. If this individual is the person toward whom the complaint is directed the employee should contact any higher-level manager in the reporting chain. If the employee makes a complaint under this policy has not received a satisfactory response within five (5) business days, he/she should contact the Headmaster immediately.

Every supervisor who learns of any employee's concern about conduct in violation of this policy, whether in a formal complaint or informally, must immediately report the issues raised to Director of Human Resources or another member of SJCA's Administration.

While employees are encouraged to report claims internally, if an employee believes that she/he has been subjected to harassment, discrimination, or retaliation, he/she may file a formal complaint with a government agency. Using the Academy's complaint process does not prohibit employee from filing a complaint with a government agency.

## **Investigation Procedures**

Upon receiving a complaint, SJCA will promptly conduct a fair and thorough investigation into the facts and circumstances of any claim of a violation of this policy or our Equal Employment Opportunity policy. To the extent possible, SJCA will endeavor to keep the reporting employee's concerns confidential. However, complete confidentiality may not be possible in all circumstances. During the investigation, SJCA generally will interview the complainant and the accused, conduct further interviews as necessary and review any relevant documents or other information. Upon completion of the investigation, the SJCA shall determine whether this policy has been violated based upon its reasonable evaluation of the information gathered during the investigation. The Academy will inform the complainant and the accused of the results of the investigation. SJCA will take corrective measures against any person who it finds to have engaged in conduct in violation of this policy, if the Academy determines such measures are necessary. These measures may include, but are not limited to, counseling, suspension, or immediate termination. Anyone, regardless of position or title, who the Academy determines has engaged in conduct that violates this policy will be subject to discipline, up to and including termination. Remember, SJCA cannot remedy claimed discrimination, harassment, or retaliation unless employees bring these claims to the attention of Administration. Employees should not hesitate to report any conduct which they believe violates this policy.

## **1.6 Drug and Alcohol-Free Workplace**

### **Purpose and Goal**

St. Johns Classical Academy is committed to protecting the safety, health and well-being of all employees and other individuals in our workplace. We recognize that alcohol abuse and drug use pose a significant threat to our goals. We have established a drug-free workplace program that balances our respect for individuals with the need to maintain an alcohol and drug-free environment. SJCA encourages employees to voluntarily seek help with drug and alcohol problems.

### **Covered Workers**

Any individual who conducts business for SJCA, is applying for a position or is conducting business on SJCA's property is covered by our drug-free workplace policy. Our policy includes but is not limited to all employees and any individual conducting business on behalf of SJCA.

### **Applicability**

Our drug-free workplace policy is intended to apply whenever anyone is representing or conducting business for SJCA. Therefore, this policy applies during all working hours, whenever conducting business or representing SJCA, while on Academy property and at Academy-sponsored events.

### **Prohibited Behavior**

It is a violation of our drug-free workplace policy to use, possess, sell, trade, and/or offer for sale alcohol, illegal drugs or intoxicants. Prescription and over-the-counter drugs are not prohibited when taken in standard dosage and/or according to a physician's prescription. Any employee taking prescribed or over-the-counter medications will be responsible for consulting the prescribing physician and/or pharmacist to ascertain whether the medication may interfere with safe performance of his/her job. If the use of a medication could compromise the safety of the employee, fellow employees or the public, it is the employee's responsibility to use appropriate personnel procedures (e.g., call in sick, use leave, request change of duty, notify Supervisor) to avoid unsafe workplace practices. The illegal or unauthorized use of prescription drugs is prohibited. It is a violation of our drug free workplace policy to intentionally misuse and/or abuse prescription medications. Appropriate disciplinary action will be taken if job performance deterioration and/or other accidents occur.

### **Notification of Convictions**

Any employee who is convicted of a criminal drug violation in the workplace must notify

SJCA in writing within five calendar days of the conviction. SJCA will take appropriate action within 30 days of notification. Federal contracting agencies will be notified when appropriate.

## **Searches**

Entering SJCA's property constitutes consent to searches and inspections. If an individual is suspected of violating the drugfree workplace policy, he or she may be asked to submit to a search or inspection at any time. Searches can be conducted of pockets and clothing, lockers, wallets, purses, briefcases and lunchboxes, desks and workstations and vehicles and equipment.

## **Drug Testing**

To ensure the accuracy and fairness of our testing program, all testing will be conducted according to Substance Abuse and Mental Health Services Administration (SAMHSA) guide lines where applicable and will include a screening test; a confirmation test; the opportunity for a split sample; review by a Medical Review Officer, including the opportunity for employees who test positive to provide a legitimate medical explanation, such as a physician's prescription, for the positive result; and a documented chain of custody. All drug- testing information will be maintained in separate confidential records.

Each employee, as a condition of employment, will be required to participate in pre-employment, random, post-accident and reasonable suspicions testing upon selection or request of Administration.

The substances that will be tested for are: Amphetamines, Cannabinoids (THC) or Marijuana, Cocaine, Opiates, and Phencyclidine (PCP). Testing for the presence of alcohol will be conducted by analysis of blood. Testing for the presence of the metabolites of drugs will be conducted by the analysis of urine. An employee will be subject to the same consequences of a positive test if he/she refuses the screening or the test, adulterates or dilutes the specimen, substitutes the specimen with that from another person or sends an imposter, will not sign the required forms or refuses to cooperate in the testing process in such a way that prevents completion of the test.

## **Consequences**

One of the goals of our drug-free workplace program is to encourage employees to voluntarily seek help with alcohol and/or drug problems. If, however, an individual violates the policy, the consequences are serious. In the case of applicants, if he or she violates the drug-free workplace policy, the offer of employment can be withdrawn. The applicant may reapply after one year and must successfully pass a pre-employment drug test. If an employee violates the policy, he or she will be subject to progressive disciplinary action, up to and including termination of employment, and may be required to enter rehabilitation. An employee required to enter rehabilitation who fails to successfully complete the program and/or repeatedly violates the policy will be terminated from employment. Nothing in this policy prohibits the employee from being

disciplined or terminated for other violations and/or performance problems.

### **Return-to-work**

Agreements Following a violation of the drug-free workplace policy, an employee may be offered an opportunity to participate in rehabilitation. In such cases, the employee must sign and abide by the terms set forth in a Return-to-Work Agreement as a condition of continued employment.

### **Assistance**

SJCA recognizes that alcohol and drug abuse and addiction are treatable illnesses. We also realize that early intervention and support improve the success of rehabilitation. To support our employees, our drug-free workplace policy:

- Encourages employees to seek help if they are concerned that they or their family members may have a drug and/or alcohol problem.
- Allows the use of accrued paid leave while seeking treatment for alcohol and other drug problems.

Treatment for alcoholism and/or other drug use disorders may be covered by the employee benefit plan. However, the ultimate financial responsibility for recommended treatment belongs to the employee.

### **Confidentiality**

All information received by SJCA through the drug-free workplace program is confidential communication. Access to this information is limited to those who have a legitimate need to know in compliance with relevant laws and Administration policies.

### **Shared Responsibility**

A safe and productive drug-free workplace is achieved through cooperation and shared responsibility. Both employees and Administration have important roles to play. All employees are required to not report to work or be subject to duty while their ability to perform job duties is impaired due to on- or off-duty use of alcohol or other drugs. In addition, employees are encouraged to:

- Be concerned about working in a safe environment.
- Support fellow workers in seeking help.
- Report dangerous

behavior to their Supervisor.

It is the Supervisor's

responsibility to:



- Inform employees of the drug-free workplace policy.
- Observe employee performance.
- Investigate reports of dangerous practices.
- Document negative changes and problems in performance.
- Counsel employees as to expected performance improvement.
- Clearly state consequences of policy violations.

## **Communication**

Communicating our drug-free workplace policy to both Supervisors and employees is critical to our success. To ensure all employees are aware of their role in supporting our drug-free workplace program:

- All employees will receive a written copy of the policy.
- Every Supervisor will receive training to help him/her recognize and address employees with alcohol and other drug problems.

### **1.7 Workplace Violence**

St. Johns Classical Academy is strongly committed to providing a safe workplace. The purpose of this policy is to minimize the risk of personal injury to employees and damage to the Academy and personal property.

We do not expect you to become an expert in psychology or to physically subdue a threatening or violent individual. Indeed, we specifically discourage you from engaging in any physical confrontation with a violent or potentially violent individual. However, we do expect and encourage you to exercise reasonable judgment in identifying potentially dangerous situations.

Experts in the mental health profession state that prior to engaging in acts of violence, troubled individuals often exhibit one or more of the following behaviors or signs:

- Over-resentment, anger and hostility;
- Extreme agitation;
- Making ominous threats such as bad things will happen to a particular person, or a catastrophic event will occur;
- Sudden and significant decline in work performance;
- Irresponsible, irrational, intimidating, aggressive or otherwise inappropriate behavior;
- Reacting to questions with an antagonistic or overtly negative attitude;
- Discussing weapons and their use, and /or brandishing weapons in the workplace;
- Overreacting or reacting harshly to changes in Academy policies and procedures;
- Personality conflicts with coworkers;
- Obsession or preoccupation with a co-worker or Supervisor;
- Attempts to sabotage the work or equipment of a coworker;
- Blaming others for mistakes and circumstances;
- Demonstrating a propensity to behave and react irrationally.

## **Prohibited Conduct**

Threats, threatening language or any other acts of aggression or violence made toward or by any Academy employee **WILL NOT BE TOLERATED**. For purposes of this policy, a threat includes any verbal or physical harassment or abuse, any attempt at intimidating

or instilling fear in others, menacing gestures, flashing of weapons, stalking or any other hostile, aggressive, injurious or destructive action undertaken for the purpose of domination or intimidation. To the extent permitted by law, employees and visitors are prohibited from carrying weapons into Academy premises.

### **Procedures for Reporting a Threat**

All potentially dangerous situations, including threats by co-workers, should be reported immediately to any member of the Administration with whom you feel comfortable. Reports of threats may be maintained confidential to the extent maintaining confidentiality does not impede our ability to investigate and respond to the complaints. All threats will be promptly investigated.

No employee will be subjected to retaliation, intimidation or disciplinary action as a result of reporting a threat in good faith under this policy.

If SJCA determines, after an appropriate good faith investigation, that someone has violated this policy, SJCA will take swift and appropriate corrective action.

If you are the recipient of a threat made by an outside party, please follow the steps detailed in this section. It is important for us to be aware of any potential danger in our offices. Indeed, we want to take effective measures to protect everyone from the threat of a violent act by an employee or by anyone else.

### **1.8 Pay Transparency**

St. Johns Classical Academy will not terminate or in any other manner discriminate against employees or applicants because they have inquired about, discussed or disclosed their own pay or the pay of another employee or applicant. However, employees who have access to the compensation information of other employees or applicants as a part of their essential job functions cannot disclose the pay of other employees or applicants to individuals who do not otherwise have access to compensation information, unless the disclosure is:

- in response to a formal complaint or charge;
- in furtherance of an investigation, proceeding, hearing or action, including an investigation conducted by the Academy;
- consistent with the Academy's legal duty to furnish information.

### **1.9 Ethical Standards/Conflict of Interest**

St. Johns Classical Academy believes in conducting business activities with integrity, fairness, and in accordance with the highest possible ethical standards. As an Employee, you enjoy the benefits of SJCA's reputation in the community and are obligated to uphold SJCA's ethical standards in every business activity.

Exactly what constitutes a conflict of interest or an unethical business practice is both a moral and a legal question. SJCA recognizes and respects your right to engage in other activities outside of your employment that are private in nature and do not in any way conflict with or reflect poorly on SJCA. However, SJCA reserves the right to determine when an Employee's activities in the workplace and outside of the workplace reflect poor judgment or represent a conflict of SJCA's interests. SJCA further reserves the right to take whatever action is necessary to resolve the situation, including but not limited to termination.

If you are ever in doubt whether an activity violates SJCA's ethical standards, may be a conflict of interest, or may compromise SJCA's reputation, please discuss it with the Administration prior to engaging in such activity.

### **1.10 Off Duty Conduct**

Employee is expected to conduct their personal affairs in a manner that does not adversely affect SJCA's integrity, reputation, or credibility. Off duty conduct that adversely affects SJCA's legitimate business interests or the Employee's ability to perform his or her work will not be tolerated and may result in discipline up to and including termination.

While SJCA does not seek to interfere with an Employee's off duty conduct, certain types of off duty conduct may interfere with SJCA's legitimate business interests. Engaging in social media activities that violate SJCA's policies and ethics, including but not limited to posting information or activities deemed not protected by law on Facebook, Twitter, LinkedIn, Snapchat, or Instagram may result in discipline up to and including termination.

## **Section 2 - Operational Policies**

### **2.1 Teaching of Evolution**

St. Johns Classical Academy embraces a rigorous program in the natural sciences. In biology, the school will teach the theory of evolution as found in the standard high-school biology textbooks and as also taught at the college level in both secular and religious colleges. The theory of evolution is largely misunderstood today by the general public. Much of what constitutes the teaching of evolution concerns adaptation of species to their environment and change over time. A great many of these phenomena are observable. A very small percentage of evolutionary theory deals with the more controversial issue of the origins of life. This latter aspect of evolution, to the extent it is taught, will be introduced to students briefly with a great deal of circumspection; it is not a central part of the theory. Furthermore, the study of science will be confined to the investigation of the physical world. It is not the place of science to make metaphysical claims nor to confirm or deny the validity of religion or the existence of God. SJCA recognizes a clear distinction between science and scientism. Science is the continued research into the natural world in order to find the most plausible explanations for natural phenomena.

Scientism is the belief—and it is a belief—that science is the only means of understanding our world, thus excluding other ways of interpreting the world, such as through literature or religion.

Keeping in mind this distinction, the teachers at SJCA will leave matters of faith up to students and their parents. The role of a teacher in a public school is neither that of preacher nor of skeptic. Rather teachers of history, when called upon by the curriculum, will teach the history of religion without either advocating or undermining religion in general or any specific faith. Likewise, science teachers will teach science, without comment on religion. Teachers, students, and parents must realize that a biology class has a particular purpose and is not the proper venue for a philosophical or theological discussion on the existence of God or claims relating to the activity of God or absence thereof in the natural world.

Any violation of this policy will lead to further disciplinary actions up to and including dismissal.

## **2.2 Teaching and Instructional Methods Recommended by Hillsdale**

Hillsdale College desires, through its Barney Charter School Initiative, to assist the launch of K-12 charter schools based on a classical liberal arts model. SJCA has the affirmative duty to equip students to understand and defend the principles of the American founding. Through this initiative, Hillsdale College can express its philosophy of education in a K-12 school setting, a philosophy that defines good education as did America’s founders and rejects the Progressive educational philosophy. Charter Schools assisted by Hillsdale College must adhere to and be consistent with the following key characteristics:

- The centrality of the Western tradition in the study of history, literature, philosophy, political, and fine arts;
- A rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions;
- The use of explicit phonics instruction leading to reading fluency, and the use of explicit grammar instruction leading to English language mastery;
- The teaching of Latin;
- The acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts;
- A school culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty;
- A curriculum that is content-rich, balanced and strong across the four-core discipline of math, science, literature, and history;
- A faculty where well-educated and articulate teachers explicitly convey real knowledge to students using traditional teaching methods rather than using so-called “student-centered learning” methods;
- A school that uses technology effectively but without diminishing the faculty leadership that is crucial to academic achievement; and

- A school with a plan to serve grades K through 12, although the grades at schools opening may be scaled back if reasonable. Any violation of this policy will be subjected to further disciplinary actions up to and including dismissal.

### **2.3 Introductory Period**

An introductory period of 90 days applies to all new Employees, and to Employees who move to new positions. A formal performance evaluation may be conducted at the end of 90 days to determine if an Employee is meeting the requirements for the position. At that time, an Employee's introductory period may be extended, removed, or separation from SJCA may occur. If the Employee is separated during this ninety-day period, Applied Business Solution on SJCA behalf, will contest the Employee's seeking unemployment benefits.

If at any time during this process you have questions, you are encouraged to talk to your supervisor or follow SJCA Open-Door Policy. All employment, both during and after the introductory period is "At-Will", and the completion of the introductory period does not imply any rights for continued employment.

### **2.4 Performance Evaluations**

Employees will be evaluated two to four times during the "Introductory Period", and twice a year thereafter. Faculty will be evaluated using the Florida Consortium of Public Charter Schools' Teacher Evaluation Instrument. Staff and non-faculty positions will have a separate evaluation. They may be conducted more often at the Headmaster's discretion. Evaluation is based upon work habits, work ability, efficiency, dependability, attitude, and related factors. All evaluations are reviewed with the employee. Performance evaluations can be given at any time throughout the year. These evaluations will be used as a tool to help improve both our staff and school.

1. All Introductory Employees will receive a review at the end of their probation period. All employment, both during and after the introductory period is "At-Will", and the completion of the introductory period does not imply any rights for continued employment.
2. Each staff member will receive an annual performance evaluation that will be developed in accordance with the requirements of the Student Success Act as they apply to charter schools. SJC will utilize the Florida Consortium of Charter Schools' evaluation system.
3. This evaluation will be used for any pay increase consideration. Pay increases do not necessarily accompany any yearly evaluations.
4. Employees are required to sign the written evaluation. Their signature acknowledges that the appraisal has been reviewed with them.



5. Refusal to sign the evaluation will not invalidate the review, and it will still be placed in the employee's file. However, the act of refusal to sign a performance evaluation may result in termination and will void any raise that would have accompanied the evaluation.
6. The employee's comments will be attached to the appraisal and filed in the employee's personnel file and it will be placed in the employee's permanent file.
7. The employee may request a copy if they so desire. Performance Evaluations are considered to be personal and confidential.

## **2.5 Open Door Policy**

SJCA is committed to maintaining a productive work environment. You are encouraged to make suggestions, ask questions, and discuss problems or complaints relating to your job with your supervisor, team lead, or direct manager.

While an open-door policy cannot result in every problem being resolved to your satisfaction, SJCA values your input and you should feel free to raise issues of concern.

## **2.6 Classification of Employees**

The Federal Fair Labor Standards Act (FLSA) has provided rules to employers for determining if an Employee is eligible to receive overtime. This determination is based upon the Employee's job classification/position. Employee is classified as either "exempt" or "non-exempt" for the purposes of paying overtime; whether an Employee is paid via a salary basis or hourly basis is not dispositive as to the Employee's exempt or non-exempt status under the FLSA. An exempt Employee is not paid overtime. Non-exempt Employee must be paid at least the hourly minimum wage set by law and is eligible for overtime pay for all hours worked over 40 hours per week. A fluctuating workweek payment may also be used for non-exempt Employee who is paid on a salary basis and whose hours fluctuate.

Employee is also classified as full-time, part-time, or temporary. For purposes of this handbook, all employees fall within one of the classifications below.

- Full-Time Employees - Employees who regularly work at least thirty (30) hours per week who were not hired on a short-term basis.
- Part-Time Employees - Employees who regularly work fewer than thirty (30) hours per week who were not hired on a short-term basis.
- Temporary Employees - Employees who were hired for a specific short-term project, or on a short-term freelance, per diem or temporary basis. Temporary Employees generally are not eligible for Academy benefits but are eligible to receive statutory benefits.

Part-time Employees, temporary Employees, and Substitute teachers are not eligible for benefits, including holiday pay, from SJCA. A temporary Employee and a Substitute teacher are ones who are hired or assigned for a specific length of time or job assignment;

temporary Employees, part-time employees and substitutes are not eligible for benefits that may be offered by SJCA. Employees who work on average a minimum of thirty (30) hours per week qualifies for certain benefits described more fully in the Benefits section. SJCA's contribution towards insurance premiums, if any, for eligible Employees may differ based on longevity of employment with SJCA. St. Johns Classical Academy reserves the right to modify, revise, revoke, suspend, eliminate, or change SJCA's contribution, if any, towards the insurance premiums with thirty (30) days prior notice.

## **2.7 Immigration Law Compliance**

SJCA is committed to employing only United States citizens and aliens who are authorized to work in the United States while at the same time recognizing its obligation to avoid discrimination on the basis of citizenship or national origin.

In compliance with the Immigration Reform and Control Act of 1986, and other applicable federal laws, all employees must complete the Employment Eligibility Verification Form 1-9 and present documentation establishing identity and employment eligibility as a condition of employment. Former employees who are rehired must also complete the form if they have not completed an 1-9 with SJCA within the past three years or if their previous 1-9 is no longer retained or valid.

The Academy will periodically review 1-9 documentation to re-verify employment eligibility. Employees may be required to provide updated documentation to support continued employment.

Employees may raise questions or complaints about immigration law compliance without fear of reprisal.

## **2.8 Employment Application**

SJCA relies upon the accuracy of information contained in each individual's employment application, as well as the accuracy of other data presented throughout the hiring process or obtained during employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in disqualification from further consideration for employment or, if already hired, termination of employment.

## **2.9 Personnel/Employee Files**

Employee files are maintained by SJCA and are considered confidential. The Administration may have access to personnel file information on a need-to-know basis.

Employee has no right to access their personnel/Employee files. As an Employee of SJCA you have no right to view, add, or remove any documents in your personnel file.

Representatives of government or law enforcement agencies, in the course of their business, may be allowed access to file information. This decision will be made at the discretion of administration in response to the request, a subpoena, or court order.

## **2.10 Personnel and Data Changes**

Employee's personal mailing address, telephone number, marital status, number and names of dependents, emergency contact, beneficiary designation, benefit information (including changes in insurance coverage if the Employee uses a vehicle in connection with his or her employment) and educational information should be kept accurate and current. It is the responsibility of each Employee to notify SJCA within one week of any changes in his or her personnel data.

## **2.11 Working Hours and Schedule**

SJCA is normally open for business from 7:15 a.m. to 3:25 p.m., Monday through Friday. Teachers are required to be on campus from 7:15 am to 3:25 pm., Monday through Friday. Employees will be assigned a work schedule and will be expected to begin and end work according to the schedule. To accommodate the needs of our business, at some point we may need to change individual work schedules on either a short-term or long-term basis.

Employees will be provided meal and rest periods as required by law. Employees should see their supervisor for further details.

## **2.12 Emergency Closings**

At times, emergencies such as severe weather, fires, power failures, or earthquakes, can disrupt Academy operations. In extreme cases, these circumstances may require the closing of a work facility.

When operations are officially closed due to emergency conditions, the time off from scheduled work for nonexempt employees will be unpaid. However, with supervisory approval, employees may use available paid leave time, such as unused vacation, PTO, or personal day benefits (if applicable). Employees in essential operations may be asked to work on a day when operations are officially closed. In these circumstances, employees who work will receive regular pay. SJCA reserves the right, at the discretion of the Board, to pay employees during emergency closings.

## **2.13 Timekeeping Procedures**

Employees must record their actual time worked for payroll and benefit purposes. Nonexempt employees must record the time work begins and ends, as well as the beginning and ending time of any departure from work for any non-work-related reason, on forms as prescribed by Administration. Exempt employees are required to record their daily work attendance and report full days of absence from work for reasons such as leaves of absence, sick leave or personal business.

Nonexempt employees may not start work until their scheduled starting time. All non-exempt are to clock in upon arrival, clock out for lunch, clock back in upon return from lunch, and then clock out upon ending work for the day.

All employees shall only clock in from their assigned work computers unless authorized in writing to clock in from some other location.

Employee is strictly prohibited from using another Employee's password or information to clock that Employee in or out.

SJCA expects you to commence work once you have clocked in. Clocking in and proceeding to take a break, chat with colleagues, get coffee, etc., is a violation of SJCA's policy. Employee engaging in such behavior will receive discipline, up to and including termination.

Altering, falsifying or tampering with time records is prohibited and subjects the employee to discipline, up to and including termination.

It is each employee's responsibility to sign his/her time record to certify the accuracy of all time recorded. Any errors in employee time records should be reported immediately to Director of Human Resources, who will attempt to correct legitimate errors.

Any corrections to Employee's time clocks need to be emailed to [hr@stjca.org](mailto:hr@stjca.org) or [payroll@appliedpeo.com](mailto:payroll@appliedpeo.com) before the end of each workday and before the end of payroll processing.

## **2.14 Overtime Pay**

Because of the nature of our work, it may be necessary for you to work overtime to meet critical Academy needs. The Director of Human Resources must authorize overtime, and the Employee is expected to work overtime when requested. Every effort will be made to give Employees adequate notice whenever overtime work is required.

Non-exempt Employee will be paid overtime for actual hours worked in excess of forty (40) hours in one pay week. Pay received for paid time off, "PTO", or for SJCA recognized and approved holidays, is not considered time worked for purposes of computing overtime. Any nonexempt employee who works overtime will be compensated at the rate of one and one-half times (1½) his/her normal hourly wage for all time worked in excess of 40 hours each week, unless otherwise required by law.

For purposes of calculating overtime for non-exempt employees, the workweek begins on Monday at 12:00 a.m. and ends on the following Sunday at 11:59 p.m. Since the pay frequency is semi-monthly, if the 15<sup>th</sup> falls on a Thursday for example, then the new workweek begins on the 16<sup>th</sup> for that Friday, Saturday and Sunday.

Requests to work overtime must be approved in advance of working overtime and for these purposes, it needs to be approved by your immediate supervisor. If Employee engages in unapproved overtime, the Employee will always be paid by SJCA for such time worked, regardless of the Employee's failure to obtain approval to work overtime, but Employee will also be subject to discipline, including but not limited to suspension without pay or termination.

Exempt Employee is not entitled to overtime pay.

If a non-exempt employee receives an email outside of normal working hours, the non-exempt employee is instructed not to read or respond to it. Such emails are usually sent at the convenience of the Employee's supervisor and were not intended to result in the Employee working beyond his or her normal business day. After-hours emails are to be opened, reviewed, and promptly responded to during normal business hours on the next business day after receipt of the email. If an immediate or urgent response to an after-hours email is necessary, the person sending the urgent email or text will call Employee to advise Employee of the need for immediate attention to an email or text, or use "URGENT" in the subject line. Employee must document his or her time spent on providing a response to the email or text. Any responsive email or text from Employee in this situation must be copied to SJCA's Administration to ensure appropriate record keeping and payment of overtime wages, if any overtime is worked.

Certain non-exempt Employees may be provided with a fluctuating work week agreement, which will change the Employee's regular rate on a weekly basis and will change the amount of compensation due for all hours worked over 40 in a workweek.

## **2.15 Travel Time for Non-Exempt Employees**

- Overnight, Out-of-Town Trips

Non-exempt employees will be compensated for time spent traveling (except for meal periods) during their normal working hours, on days they are scheduled to work and on unscheduled workdays (such as weekends). Non-exempt employees also will be paid for any time spent performing job duties during otherwise non-compensable travel time; however, such work should be limited absent advance administrative authorization.

- Out-of-Town Trips for One Day

Non-exempt employees who travel out of town for a one-day assignment will be paid for all travel time, except for, among other things: (i) time spent traveling between the employee's home and the local railroad, bus or plane terminal; and (ii) meal periods.

- Local Travel

Non-exempt employees will be compensated for time spent traveling from one job site to another job site during a workday. The trip home, however, is non-compensable when an employee goes directly home from his/her final job site, unless it is much longer than his/her regular commute home from the regular worksite. In such case, the portion of the trip home in excess of the regular commute is compensable.

- Commuting Time

Under the Portal to Portal Act, travel from home to work and from work to home is generally non-compensable. However, if a non-exempt employee regularly reports to a worksite near his/her home but is required to report to a worksite farther away than the regular

worksite, the additional time spent traveling is compensable.

If compensable travel time results in more than 40 hours worked by a non-exempt employee, the employee will be compensated at an overtime rate of one and one-half times the regular rate.

## **2.16 Safe Harbor Policy for Exempt Employees**

It is our policy and practice to accurately compensate employees and to do so in compliance with all applicable state and federal laws. To ensure that you are paid properly and that no improper deductions are made, you must review your pay stubs promptly to identify and report all errors.

If you are classified as an exempt salaried employee, you will receive a salary which is intended to compensate you for all hours you may work for SJCA. This salary will be established at the time of hire or when you become classified as an exempt employee. While it may be subject to review and modification from time to time, such as during salary review times, the salary will be a predetermined amount that will not be subject to deductions for variations in the quantity or quality of the work you perform.

Under federal and state law, your salary is subject to certain deductions. For example, unless state law requires otherwise, your salary can be reduced for the following reasons:

- Full-day absences for personal reasons other than sickness or disability.
- Full-day absences for sickness or disability if the deduction is made in accordance with a bona fide plan, policy or practice of providing compensation for salary lost due to sickness or disability.
- Full-day disciplinary suspensions for infractions of safety rules of major significance; or for unpaid disciplinary suspensions of one or more full days imposed in good faith for workplace conduct rule infractions.
- Family and Medical Leave absences (either full- or partial-day absences).
- To offset amounts received as payment from the court for jury and witness fees or from the military for military pay.
- The first or last week of employment in the event the employee works less than a full week.
- Any full work week in which the employee does not perform any work.

Your salary may also be reduced for certain types of deductions such as your portion of health, dental or life insurance premiums (If applicable); state, federal or local taxes; social security; or voluntary contributions to a 403 (B) or pension plan.

In any work week in which you performed any work, your salary will not be reduced for any of the following reasons:

- Partial day absences for personal reasons, sickness or disability.
- The employee's absence on a day because the Academy has decided to close a facility on a scheduled workday.



- Absences for jury duty, attendance as a witness, or military leave in any week in which the employee has performed any work (subject to any offsets as set forth above).
- Any other deductions prohibited by state or federal law.

However, unless state law provides otherwise, deductions may be made to an employee's accumulated leave for full or partial day absences for personal reasons, sickness or disability.

An employee who believes he/she has been subject to any improper deductions should immediately report the matter to the Director of Human Resources. If his/her supervisor is unavailable or if the employee believes it would be inappropriate to contact that person (or if the employee has not received a prompt and fully acceptable reply), the employee should immediately contact Applied Business Solutions.

## **2.17 Your Paycheck**

Employees will be paid twice a month for all the time they have worked during the past pay period.

The payroll stub itemizes deductions made from the employee's gross earnings. By law, SJCA is required to make deductions for Social Security, federal income tax and any other appropriate taxes. These required deductions also may include any court-ordered garnishments. The payroll stub will also differentiate between regular pay received and overtime pay received.

An employee who believes there is an error with his/her pay should bring the matter to the attention of the Director of Human Resources immediately so SJCA can resolve the matter quickly and amicably.

An employee's paycheck will be given only to him/her, unless the employee has requested that it be mailed, or authorizes in writing another person to accept his/her check for him/her.

If an employee's paycheck is lost, he/she must the Director of Human Resources immediately to ensure a new check may be issued. Employees may be charged for any fees associated with stopping payment on a check.

## **2.18 Direct Deposit**

SJCA strongly encourages employees to use direct deposit. Authorization forms are available from the office of the Director of Human Resources.

## **2.19 Salary Advances**

SJCA does not permit advances on paychecks or against accrued paid time off.

## **2.20 Performance Review**

SJCA endeavors to review each employee's performance upon completion of the 90-day Introductory Period and annually thereafter. However, employees should understand that a positive performance evaluation does not guarantee an increase in salary, a promotion, or continued employment. Compensation increases and the terms and conditions of employment, including job assignments, transfers, promotions, and demotions, are determined by and at the discretion of the Administration.

In addition to these formal performance evaluations, the Academy encourages employees and their supervisors to discuss job performance on a frequent and ongoing basis.

## **2.21 Record Retention**

SJCA acknowledges its responsibility to preserve information relating to litigation, audits and investigations. Failure on the part of employees to follow this policy can result in possible civil and criminal sanctions against SJCA and its employees and possible disciplinary action against responsible individuals (up to and including termination of employment). Each employee has an obligation to contact the Administration to inform them of a potential or actual litigation, external audit, investigation or similar proceeding involving SJCA that may have an impact on record retention protocols.

## **2.22 Public Records Request**

The Public Records Act (Ch. 119, F.S.) establishes the legal requirement that as a government institution, we must comply with. In order to ensure transparency, the State Constitution guarantees the public the right to access records of all Florida's public agencies. Additional information can be accessed through the following link: [http://www.leg.state.fl.us/Statutes/index.cfm?App\\_mode=Display\\_Statute&URL=0100-0199/0119/0119.html](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=0100-0199/0119/0119.html)

However, please be cognizant of the fact that most records at SJCA are subject to a public records request, including all email correspondence.

## **Section 3 – Benefits**

### **3.1 Holidays**

St. Johns Classical Academy follows the Clay County School District calendar regarding holidays, scheduled school breaks, and professional development days. Regular employees, non-exempt, and full-time employees will be paid for the following holidays based on the terms of employment. Exempt employees will be paid in accordance with the requirements of the Federal Fair Labor Standards Act (FLSA):

	10-Month Emp	11-Month Emp	12-Month Emp
Independence Day			Paid
Labor Day	Paid	Paid	Paid
Veterans Day	Paid	Paid	Paid
Thanksgiving Day	Paid	Paid	Paid
Thanksgiving Break	Non- working	Non- working	Non- working
Christmas Day	Paid	Paid	Paid
New Year's Day	Paid	Paid	Paid
Christmas / New Year's Break	Non- working	Non- working	Workday
Martin Luther King Day	Paid	Paid	Paid
President's Day	Non- working	Non- working	Workday
Spring Break	Non- working	Non- working	Workday
Fair Day	Non- working	Non- working	Workday
Good Friday	Non- working	Paid	Paid
Memorial Day			Paid

Usually these holidays are observed on the actual date of the holiday. However, when one of the above holidays falls on a Saturday, the holiday will generally be observed on the preceding Friday; if the holiday falls on a Sunday, it will generally be observed on the following Monday.

Unless previously approved by Administration, employees must work their entire shift on their regularly scheduled workday preceding and following the holiday to be eligible to receive pay for the holiday.

When holidays fall or are celebrated on a regular workday, eligible employees will receive one (1) day's pay at their regular straight-time rate. Eligible employees who are called in to work on a holiday will receive one (1) day's pay at their regular straight-time rate, and an additional payment of straight-time for the actual time they work that day, or the eligible employee will receive an additional day off for working on the holiday at the option of SJCA.

If a holiday falls within an eligible employee's approved vacation period, the eligible employee will be paid for the holiday (at the regular straight-time rate), or the eligible employee will receive an additional vacation day at the option of SJCA.

If a holiday falls within a jury duty or bereavement leave, the eligible employee will be paid for the holiday (at the regular straight-time rate), or the eligible employee will receive an additional day off at the option of SJCA.

Administration reserves the right to request a doctor's note if employee has an absence from illness, hospitalization, or injury that requires them to be absent and also has exhausted all PTO, has an unusual pattern of absences due to sickness, or has called in absent as sick the day before or after an Academy holiday.

Employee must work a full scheduled day, the day before AND after an SJCA scheduled holiday, in order to receive holiday pay. Full-time Employee on a leave of absence is not eligible to receive holiday pay. Any unapproved or unscheduled absence taken on the day before or after an Academy holiday will result in the forfeiture of the holiday pay for Employee. SJCA may address exceptions to this policy on a case-by-case basis.

Paid time off for holidays will not be counted as hours worked for the purposes of determining whether overtime pay is owed in any given week. SJCA's providing a paid holiday to eligible Employee does not count against the eligible Employee's PTO.

### 3.2 Paid Time Off

Paid time off, (PTO), is available to regular full-time employees based on the attached schedule as approved by the board, 7/19/2019.

<b>Paid Time Off Schedule - updated 7/19/2019</b>								
10-month employee			11-month employee			12-month employee		
	Current Plan	New Plan		Current Plan	New Plan		Current Plan	New Plan
July			July	1	3	July	1	3
August	1	3	August	1		August	1	
September	1		September	1	1	September	1	1
October	1	1	October	1	1	October	1	1
November	1	1	November	1	1	November	1	1
December	1	1	December	1	1	December	1	1
January	1	1	January	1	1	January	1	1
February	1	1	February	1	1	February	1	1
March	1	1	March	1	1	March	1	1
April	1	1	April	1	1	April	1	1
May	1		May	1		May	1	1
June			June			June	1	

\*PTO days will be credited on the second paycheck of each month.

The PTO benefit replaces traditional sick and personal day plans with a consolidated benefit that provides employees more discretion and flexibility in the use of paid time for planned and unplanned absences. PTO will not accrue for overtime hours, unpaid leaves of absences, or once employment is terminated.

If Employee exhausts his or her PTO, any time off during the period prior to Employee earning the next PTO allotment shall be unpaid time off (UTO). Excessive use of UTO subjects the employee to progressive disciplinary action up to and including dismissal whether the UTO is approved or unapproved. SJCA reserves the right to change the amount of PTO given to each Employee. Part-time, 1099, and temporary Employees are not eligible for PTO.

PTO will be awarded on the board approved schedule attached and must be accrued and earned before it is paid. If approved, any hours worked towards PTO will not be deducted from Employee's PTO balance and any hours worked towards UTO will be paid to Employee. Any absence of 4 hours or more in a workday will require the use of 4 hours PTO, if available, to bring Employee to a 40-hour week. Upper Administration reserves the right to approve or deny such requests on a case by case basis.

Employee must give the Director of Human Resources a minimum of 48 hours' notice for an absence, tardiness, or early departure to be considered scheduled and approved.

The length of eligible service is calculated based on a school year.

- Each full-time, 10-month staff member is allowed 10 paid time off days per school year.
- Each full-time, 11-month staff member is allowed 11 paid time off days per school year.
- Each full-time, 12-month staff member is allowed 12 paid time off days per school year.

\*\*\* These vacation and personal days do not have any cash out value. Employees will not be paid for any earned but unused annual leave upon termination. Employees can roll over unused paid time off days into the next school year. Employees may not receive two consecutive weeks of paid vacation time.

## **Requesting PTO**

PTO shall be requested via the PRISM payroll system. The Director of Human Resources will approve the Employee's PTO request through the PRISM payroll system. After approval, the request then gets submitted to Payroll for final approval. There is no such thing as a verbal request or approval of PTO and any undocumented use of PTO will be subjected to disciplinary action. Similarly, Employee's failure to give the proper notice prior to his or her use of PTO could result in disciplinary action as well. In either case, the PTO will still be considered used and subtracted from the Employee's PTO count.

- Employee's PTO request requires a minimum of two (2) weeks advanced notice if taking more than five (5) consecutive days, or PTO leave may not be approved.
- Employee is responsible for making sure PTO requests are approved by 10:00 a.m.

Monday of prior payroll period. If not approved by then, PTO will be paid on the following pay date.

- Employee will not be allowed to take more than ten (10) business days of consecutive PTO.
- No more than three (3) employees will be approved off on the same day, in the same department. Employee in Administration or leadership position may follow a lesser per day PTO metric.
- Administration shall reserve the right to temporarily suspend or adjust the approved number of Employees out on PTO per day, per department, due to business needs and adequate staffing levels.

PTO will be integrated and/or simultaneously used with Workers' Compensation related leave pursuant to the factors found in the Reasonable Accommodation section of the handbook with any military leave, or any other Alliance leave policy. Exceptions to this policy will be considered on a case-by-case basis. Such leave will run simultaneously until all PTO leave is exhausted. PTO will be approved at SJCA's discretion based on factors such as business needs, availability and any other reasonable factor determined by SJCA.

Employee should avoid financial commitments, such as the purchase of airline tickets, prior to receiving SJCA's approval for PTO leave. Once again, unused PTO leave will not be paid at termination, whether the Employee's separation is voluntary or involuntary. Unused PTO may not be used as any part of the Employee's notice of termination. PTO may not be used to bridge payment for disciplinary purposes.

### **3.3 Lactation Breaks**

The Academy will provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for the employee's infant child, for one (1) year after the child's birth, in accordance with and to the extent required by applicable law. The break time, if possible, must run concurrently with rest and meal periods already provided to the employee. If the break time cannot run concurrently with rest and meal periods already provided to the employee, the break time will be unpaid, subject to applicable law.

The Academy will make reasonable efforts to provide employees with the use of a functional room or location other than a toilet stall for the employee to express milk in private that is free from intrusion from co-workers and the public that includes access to an electrical outlet. This location may be the employee's private office, if applicable. The Academy may not be able to provide additional break time if doing so would seriously disrupt the Academy's operations, subject to applicable law. Employees should consult the Human Resources Department if they have questions regarding this policy.

Employees should advise Administration if they need break time and an area for this purpose.

Employees will not be discriminated against or retaliated against for exercising their rights under this policy.



### **3.4 Insurance Program**

SJCA makes various benefits available to its Full-Time regular employees. To learn about them and to determine eligibility, employees should consult the Director of Human Resources and the Summary of Benefits and Coverage (SBC) and other material available for each plan.

### **3.5 Workers' Compensation**

On-the-job injuries are covered by Workers' Compensation Insurance, which is provided at no cost to employees. If an employee is injured on the job, no matter how slightly, the incident must be reported immediately to the Director of Human Resources. Failure to follow Academy procedures may affect the employee's ability to receive Workers' Compensation benefits.

Employees who need to miss work due to a workplace injury may be placed on a leave of absence. Any leave of absence due to a workplace injury runs concurrently with all other Academy leaves of absence. Reinstatement from leave is guaranteed only if required by law.

### **3.6 Bereavement**

SJCA offers three (3) days of paid time off for bereavement purposes to its full-time employees. Employee may also elect to delay the three days when extenuating circumstances exist as long as all bereavement days are used within 15 days from the date of the death or Paid leave days only may be taken on regularly scheduled, consecutive workdays following the day of death.

Pay for bereavement purposes shall be calculated as the number of hours in Employee's regularly scheduled shift, calculated at the Employee's base rate and does not count as time worked for overtime calculations.

For the purposes of this policy, a close relative includes a spouse, children, parents, siblings, grandparent or spouse's parent. You must inform your Supervisor prior to commencing bereavement leave. In administering this policy, SJCA may require verification of death or employees will be required to provide name of deceased and relationship as well as funeral program or any other requested material. St. Johns Classical Academy requires documentation of services/ceremony for bereavement leave.

### **3.7 Voting**

In the event an employee does not have sufficient time outside of working hours to vote in a statewide election, if required by state law, the employee may take off enough working time to vote. Such time will be paid if required by state law. This time should be taken at the beginning or end of the regular work schedule. Where possible, your Supervisor should be notified at least two days prior to the voting day.

## Section 4 - Leaves of Absence

### 4.1 Family and Medical Leave Act (FMLA)

SJCA complies with the Family and Medical Leave Act of 1993 (FMLA). The federal Family & Medical Leave Act of 1993 as amended in 2008 requires employers with 50 or more employees to provide eligible employees with unpaid leave. There are two types of leave available, including the basic 12-week leave entitlement (Basic FMLA Leave), as well as the military family leave entitlements (Military Family Leave) described in this policy.

In addition to FMLA leave, you may also be eligible for leave under a similar state law. For information regarding eligibility, call SJCA.

#### Eligibility for FMLA Leave

Employees are eligible for FMLA leave if they:

1. Have worked for SJCA for at least 12 months;
2. Have worked at least 1,250 hours for SJCA during the 12 calendar months immediately preceding the request for leave; *and*
3. Are employed at a work site that has 50 or more employees within a 75-mile radius.  
*\* Special hours of service eligibility requirements apply to airline flight crew employees.*

#### Basic FMLA Leave

Eligible employees may take up to twelve weeks of leave during a twelve-month period as specified herein under FMLA. For purposes of this type of leave under FMLA, the 12 weeks is in a rolling 12-month period measured forward from the date Employee first takes FMLA leave. Employees who meet the eligibility requirements described above are eligible to take up to 12 weeks of unpaid leave during any 12-month period for one of the following reasons:

1. To care for the employee's son or daughter during the first 12 months following birth;
2. To care for a child during the first 12 months following placement with the employee for adoption or foster care;
3. To care for a spouse, son, daughter, or parent (covered relation) with a serious health condition;
4. For incapacity due to the employee's pregnancy, prenatal medical or childbirth; or
5. Because of the employee's own serious health condition that renders the employee unable to perform an essential function of his or her position.

## **Married Couples**

Married couples who are eligible for FMLA leave and are employed by the same covered employer may be limited to a combined total of 12 weeks of leave during any 12-month period if the leave is taken for the placement of the employee's son or daughter or to care for the child after placement, for the birth of the employee's son or daughter or to care for the child after birth, or to care for the employee's parent with a serious health condition.

The definition of spouse is those individuals that are in a lawfully recognized opposite sex, same-sex, or common law -marriage, regardless of where they live.

## **Serious Health Condition**

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job or prevents the qualified family member from participating in school or daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three (3) consecutive calendar days combined with at least two (2) visits to a health care provider or one (1) visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

## **Military Family Leave**

There are two types of Military Family Leave available.

- 1. Qualifying exigency leave** - Employees meeting the eligibility requirements described above may be entitled to use up to 12 weeks of their Basic FMLA Leave entitlement to address certain qualifying exigencies. Leave may be used if the employee's spouse, son, daughter or parent, is on covered active duty or called to covered active duty. "Covered active duty" generally applies to members of the Regular Armed Forces during deployment of the member with the Armed Forces to a foreign country, or for members of the Reserve components of the Armed Forces (members of the National Guard and Reserves) during deployment of the member with the Armed Forces to a foreign country under a call or order to active duty in support of a contingency operation. "Covered active duty" may also include other contingency operations as declared by Congress or the President pursuant to applicable law. "Deployment to a foreign country" includes deployment to international waters.

Qualifying exigencies may include:

- Short-notice deployment (up to 7 days of leave)
- Attending certain military events
- Arranging for alternative childcare
- Addressing certain financial and legal arrangements
- Periods of rest and recuperation for the service member (up to 5 days of leave)
- Attending certain counseling sessions
- Attending post-deployment activities (available for up to 90 days after the termination of the covered service members active duty status)
- Other activities arising out of the service member's active duty or call to active duty and agreed upon by SJCA and the employee

2. **Leave to care for a covered service member and veterans** - There is also a special leave entitlement that permits employees who meet the eligibility requirements for FMLA leave to take up to 26 weeks of leave to care for a covered service member during a single 12-month period. A covered service member is either: (1) a current member of the Armed Forces (including a member of the National Guard or Reserves) who is undergoing medical treatment, recuperation, or therapy, is in outpatient status, or is on the temporary disability retired list, for a serious injury or illness; or (2) a veteran of the Armed Forces (including the National Guard or Reserves) discharged within the five-year period before the family member first takes military caregiver leave to care for the veteran and who is undergoing medical treatment, recuperation, or therapy for a qualifying serious injury or illness. A veteran who was dishonorably discharged does not meet the FMLA definition of a covered service member. A "serious injury or illness" includes not only a serious injury or illness that was incurred by the member in line of duty on active duty but also a serious injury or illness that existed before the beginning of the member's active duty and was aggravated by service in line of duty on active duty in the Armed Forces that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating. For veterans, a "serious injury or illness" is generally a qualifying injury or illness that was incurred by the member in line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in line of duty on active duty in the Armed Forces) and that manifested itself before or after the member became a veteran. When both married individuals work for the same employer, the aggregate amount of leave that can be taken by the married individuals to care for a covered service member or veteran is 26 weeks in a single 12-month period.

## Use of Leave

An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations.

Military Family Leave due to qualifying exigencies may also be taken on an intermittent basis. Leave may not be taken on an intermittent basis when used to care for the employee's own child during the first year following birth, or to care for a child placed with the employee for foster care or adoption, unless both the employer and employee agree to such intermittent leave.

## **Employee Responsibilities When Requesting FMLA Leave**

If the need to use FMLA leave is foreseeable, the employee must give SJCA at least 30 days prior notice of the need to take leave. When 30 days' notice is not possible, the employee must give notice as soon as practicable (within one or two business days of learning of the need for leave except in extraordinary circumstances). Failure to provide such notice may be grounds for delaying the start of the FMLA leave. Whenever possible, requests for FMLA leave should be submitted to the employee's worksite using the Employee Application for Leave form available from Human Resources or the employee's Supervisor.

When submitting a request for leave, the employee must provide sufficient information for SJCA to determine if the leave might qualify as FMLA leave, and also provide information on the anticipated date when the leave would start as well as the duration of the leave. Sufficient information may include that the employee is unable to perform job functions; that a family member is unable to perform daily activities; that the employee or family member needs hospitalization or continuing treatment by a healthcare provider; or the circumstances supporting the need for military family leave. Employees also must inform SJCA if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also will be required to provide a certification and periodic recertification supporting the need for leave.

## **Medical Certification**

If the employee is requesting leave because of the employee's own or a covered relation's serious health condition, the employee and the relevant healthcare provider must supply appropriate medical certification. Employees will obtain a Medical Certification form from SJCA. When the employee requests leave, SJCA will notify the employee of the requirement for medical certification and when it is due (no more than five (5) days after you request leave).

Failure to provide requested medical certification in a timely manner may result in denial of leave until it is provided. SJCA, at its expense, may require an examination by a second healthcare provider designated by SJCA, if it reasonably doubts the medical certification initially provided. If the second healthcare provider's opinion conflicts with the original medical certification, SJCA, at its expense, may require a third, mutually agreeable, healthcare provider to conduct an examination and provide a final and binding opinion. SJCA may require subsequent medical recertification. Failure to provide requested

certification within 15 days, except in extenuating circumstances, may result in the delay of further leave until it is provided.

## **Employer Responsibilities**

When an employee requests leave; SJCA will inform the employee whether he/she is eligible. If the employee is eligible, the employee will be given a written notice that includes details on any additional information he/she will be required to provide. If the employee is not eligible under the FMLA, SJCA will provide the employee with a written notice indicating the reason for ineligibility. If leave will be designated as FMLA-protected, SJCA will inform the employee in writing and provide information on the amount of leave that will be counted against their 12- or 26-week entitlement.

## **Pay, Benefits, and Protections during FMLA Leave**

**Leave is unpaid** - Family medical leave is unpaid. However, FMLA leave runs concurrently with paid time off, short-term disability leave, and workers' compensation leave to the extent permitted by law, and all procedures for use of paid time off continue to apply.

**Substitution of paid time off for unpaid leave** – All employees taking FMLA leave for any qualifying reason must use all of their available PTO balances as part of the leave. Again, FMLA leave runs concurrently with paid time off, short-term disability leave, and workers' compensation leave to the extent permitted by law, and all procedures for use of paid time off continue to apply.

**Medical and other benefits** - During an approved family medical leave, SJCA will maintain the employee's health benefits as if the employee continued to be actively employed. If paid leave is substituted for unpaid family medical leave, SJCA will deduct the employee's portion of the health plan premium as a regular payroll deduction. Health insurance benefits will not be maintained after the 12-week FMLA period expires if the employee does not return to work; however, the employee will be entitled to his or her applicable rights under COBRA.

During FMLA leave, the worksite employer must maintain the employee's health coverage under any group health plan on the same terms as if the employee had continued to work. Seniority and employment benefits do not accumulate during an FMLA, but any such benefits that have accumulated before the leave is taken will not be lost.

**Return to job at end of FMLA leave** - Upon return from FMLA leave, employees will be restored to their original or equivalent position with equivalent pay, benefits, and other employment terms.

If an employee fails to return to work on the day noted on the leave request (or on such date subsequently agreed for return), it will be considered a voluntary resignation by the employee. A leave request may be investigated at the discretion of SJCA and any deliberate falsification of an FMLA leave request or medical certification may result in



disciplinary action, up to and including termination. If the employee has any questions about their rights or responsibilities under the FMLA, ask your Supervisor or contact SJCA.

## **Intermittent and Reduced-Schedule Leave**

Leave because of a serious health condition, or either type of family military leave may be taken intermittently (in separate blocks of time due to a single health condition) or on a reduced• schedule leave (reducing the usual number of hours worked per workweek or workday) if medically necessary. If leave is unpaid, SJCA will reduce the employee's salary based on the amount of time actually worked. In addition, while an employee is on an intermittent or reduced• schedule leave, SJCA may temporarily transfer the employee to an available alternative position that better accommodates the recurring leave, and which has equivalent pay and benefits.

## **Unlawful Acts by Employers**

FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA;
- Terminate or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

## **Enforcement**

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement which provides greater family or medical leave rights.

**Other leaves of absences**, such as bereavement, PTO and any other protected leave as may be required by law (not considered under FMLA) are determined by the worksite employer. **FMLA will run concurrently, where required, with any State mandated leave laws and Paid Time Off (PTO).** This policy supersedes any policies that may have been issued prior to the revision date shown below.

### **4.2 Jury Duty Leave**

SJCA realizes that it is the obligation of all U.S. citizens to serve on a jury when summoned to do so. All employees will be allowed time off to perform such civic service as required by law.

Employees are expected, however, to provide the Academy with proper notice of a request to perform jury duty and verification of their service.

Employees also are expected to keep Administration informed of the expected length of jury duty service and to report to work for the major portion of the day if excused by the court. If the required absence presents a serious conflict for Administration, employees may be asked to try to postpone jury duty.

Employees on jury duty leave will be paid for their jury duty service in accordance with state law; however, exempt employees will be paid their full salary for any week in which time is missed due to jury duty if work is performed for the Academy during such week.

## **Section 5 - General Standards of Conduct**

### **5.1 Non-Disclosure of School Information**

During the term of this Agreement and for a period of two (2) years following its termination for any reason whatsoever, the Employee/Service Provider shall not disclose to any person, firm or corporation the names or addresses of any student, parent, vendor, or other agent or employee of the School or any other information pertaining to them or pertaining to the School's services or proposed services to them. For purposes of this section "student, parent, vendor, or other agent or employee" shall include any student, parent, vendor, or other agent or employee that either was a prospective or actual student, parent, vendor, or other agent or employee of the School during any portion of the time that Employee/Service Provider maintained his/her relationship with the School.

### **5.2 Non-Disparagement of the School**

Employee/Service Provider acknowledges that any disparaging comments by him/her against the School are likely to substantially depreciate the business reputation of the School. Employee/Service Provider agrees to act in good faith so as not to harm the business reputation of the School in any way. Employee/Service Provider further agrees that he/she will not directly or indirectly defame, disparage, or publicly criticize the services, business, integrity, veracity, or reputation of the School or its owners, officers, directors, or employees in any forum or through any medium of communication while employed with the School and for two years after Employee/Service Provider leaves the employ of the School.

### **5.3 Outside Jobs Policy**

SJCA discourages Employee from holding other jobs as SJCA expects the full attention and efforts of its Employees. If you are considering engaging in secondary employment, please notify SJCA prior to beginning the secondary job to avoid any conflict of interest concerns. If you are already engaged in secondary employment, please notify SJCA of that employment to confirm compliance with SJCA's policies found in this Handbook. Any Employee found to be working in any capacity for a competing business will be immediately terminated.

SJCA will not take adverse employment action against any employee for engaging in lawful conduct occurring during nonworking hours away from Academy premises. Under certain circumstances, however, if an employee's personal conduct begins to adversely affect his/her performance on the job or begins to make it impossible for him/her to carry out any one or all of his/her job duties while at work, appropriate disciplinary action, up to and including termination may be appropriate. Therefore, the following types of outside employment are prohibited:

- Employment which conflicts with the employee's work schedule, duties and responsibilities or creates an actual conflict of interest.
- Employment which impairs or has a detrimental effect on the employee's work performance with the Academy.
- Employment which requires the employee to conduct work or related activities on Academy property, during Academy working hours or using Academy facilities and/or equipment.
- Employment which directly or indirectly competes with the business or the interests of the Academy.

\*\* For the purposes of this policy, self-employment is considered outside employment.

Employees are permitted to engage in outside work or to hold other jobs, subject to certain restrictions as outlined below.

- If an employee wishes to engage in outside employment which may create a conflict of interest, he/she must submit a written request to the Headmaster explaining the details of the outside employment.
- If the request is authorized, the Academy will not assume any responsibility for the employee 's outside employment. Specifically, we will not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of such outside employment.
- Authorization to engage in such outside employment can be revoked at any time.

Once again, activities and conduct away from the job must not compete with, conflict with or compromise the Academy interests or adversely affect job performance and the ability to fulfill all job responsibilities. Employees are prohibited from performing any services for customers on nonworking time that are normally performed by SJCA. This prohibition also extends to the unauthorized use of any Academy tools or equipment and the unauthorized use or application of any confidential information. In addition, employees are not to solicit or conduct any outside business during paid working time.

Employees are cautioned to carefully consider the demands that additional work activity will create before accepting outside employment. Outside employment will not be considered an excuse for poor job performance, absenteeism, tardiness, leaving early, refusal to travel or refusal to work overtime or different hours. If SJCA determines that an employee's outside work interferes with performance, the employee may be asked to terminate the outside employment.

**Employees who have accepted outside employment may not use paid sick leave (including PTO, and/or UTO), unpaid leaves of absence (including personal leaves of absence, or FMLA) to work on the outside job. Fraudulent use of sick leave, pto, vacation, and unpaid leaves of absence will result in disciplinary action up to and including termination.**

Any violation to this policy will lead to further disciplinary actions up to and including dismissal.

#### **5.4 Non-Negotiables guideline for Teachers**

- Teachers are expected to protect instructional by teaching from “bell to bell”; therefore, free time must be preapproved by an administrator.
- All K-6 teachers must teach Literacy Essentials daily.
- Teachers in grades 1-6 will review phonograms and handwriting formation at the beginning of the year.
- Demonstration of SJCA Virtues, as defined in the Teaching and Instructional Methods Recommended by Hillsdale policy.
- Attend assigned duty station daily (responsible for coverage if absent)
- Staff children must remain in classrooms before/after school; the child will have to attend YMCA, have someone pick them up in carline, or they may go to a daycare off-site if they don't remain in the parent's classroom before and after school.
- Staff should not participate in inappropriate conversations regarding SJCA on Facebook or other social media.
- Digital lesson plans via Planbook.com must be updated weekly- Florida Standards and/or General Knowledge incorporated
- Class-wide communication to parents, such as newsletters, field trip information, beginning of the year packets, etc. need to be emailed to an approved editor of the school for proofreading. Once the communication has been corrected, please send a digital copy via email to administration.
- Tuesday folders sent home on Tuesdays for K-5
- Teachers must adhere to the teaching and instructional methods recommended by Hillsdale College also adhering to the Charter Agreement with the School District of Clay County

Any violation to this policy will lead to further disciplinary actions up to and including dismissal.

#### **5.5 Workplace Conduct**

SJCA endeavors to maintain a positive work environment. Each employee plays a role in fostering this environment. Accordingly, we all must abide by certain rules of conduct, based on honesty, common sense and fair play. Because everyone may not have the same idea about proper workplace conduct, it is helpful to adopt and enforce rules all can follow. Unacceptable conduct may subject the offender to disciplinary action, up to and including termination, in the SJCA's sole discretion.

The following are examples of some, but not all, conduct which can be considered unacceptable and/or gross misconduct and be grounds for termination of employment:

1. Obtaining employment on the basis of false or misleading information.
2. Stealing, removing or defacing SJCA property or a co-worker's property, and/or disclosure of confidential information.
3. Completing another employee's time records.
4. Dishonesty.
5. Violation of safety rules and policies.
6. Violation of the "Non-Negotiables guideline for Teachers".
7. Violation of SJCA's Drug and Alcohol-Free Workplace Policy.
8. Violations of the SJCA's Workplace Violence Policy. Fighting on the job or serious breach of acceptable behavior, including but not limited to using obscene, abusive, or threatening language or gestures.
9. Insubordination or disobedience of a lawful Administration directive.
10. Deliberate omission, falsification, or fraudulent alteration of any document or record.
11. Theft, attempted theft, unauthorized removal or unauthorized possession of the Academy's property or property of other employees or students.
12. Loitering, sleeping, or loafing during work time, or leaving a work area without the permission of the Administration.
13. Disrupting the work of others.
14. Violation of the Punctuality and Attendance Policy, including but not limited to irregular attendance, habitual lateness or unexcused absences.
15. Stopping work prior to the end of any shift without the Administration's permission.
16. Gambling on SJCA property.
17. Willful or careless destruction or damage to Academy assets or to the equipment or possessions of another employee.
18. Wasting work materials. Excessive, unnecessary, or unauthorized use of the Academy's property and supplies, particularly for personal purposes.
19. Performing work of a personal nature during working time.
20. Violation of SJCA's Discrimination, Harassment and Retaliation or Equal Employment Opportunity Policies.
21. Violation of the Communication and Computer Systems Policy.
22. Unsatisfactory job performance.
23. Any other violation of Academy policy.

Obviously, not every type of misconduct can be listed. Note that all employees are employed at will, and SJCA reserves the right to impose whatever discipline it chooses, or none at all, in a particular instance. SJCA will deal with each situation individually and nothing in this handbook should be construed as a promise of specific treatment in a given situation. However, SJCA will endeavor to utilize progressive discipline but reserves the right in its sole discretion to terminate an employee at any time for any reason.

The observance of these rules will help to ensure that our workplace remains a safe and desirable place to work.

## **5.6 Punctuality and Attendance**

Each employee is hired to perform an important function at SJCA. As with any group effort, operating effectively takes cooperation and commitment from everyone. Therefore, regular attendance and punctuality are important job requirements. Unnecessary absences and lateness are expensive, disruptive and place an unfair burden on an employee's co-workers and supervisor. We expect excellent attendance from each employee. Excessive absenteeism or tardiness will result in disciplinary action, up to and including termination.

Employee must give the Director of Human Resources a minimum of 48 hours' notice for an absence, tardiness, or early departure to be considered scheduled and approved. We do understand that emergencies may occur, however, we ask that all employees use professional courtesy and inform us of an emergency absence as soon as they are aware that they will be out. In such cases, employees are expected to call in and notify the Director of Human Resources as early as possible, but no later than the start of their workday. After AND before school hours, all employees are to call the Director of Human Resources if they are sick and cannot report to work. This applies to all certificated and non-instructional personnel. Employee must inform SJCA as to the "general" reason for his or her absence, and the anticipated duration of the absence. Any Employee absence from work without proper notification may be considered job abandonment and a voluntary resignation of employment.

Asking another employee, friend or relative to give this notice is improper and constitutes grounds for disciplinary action. Employees must call personally, stating the reason for the absence and its expected duration, every day of the absence.

Job abandonment occurs when an Employee has no intention of returning to the job and has not communicated with SJCA or a member of SJCA's Administration staff of his or her intention to resign. When Employee fails to show up for work, a member of Administration may try to reach Employee via phone, cell, email, text, or by whatever means they have to communicate with Employee.

SJCA will consider three (3) or more consecutive missed workdays without a phone call or written notification from Employee as job abandonment and termination procedures will ensue. The Administration reserves the right to request a doctor's note if employee has an absence from illness, hospitalization, or injury that requires them to be absent and also has exhausted all PTO, has an unusual pattern of absences due to sickness, or has called in absent as sick the day before or after a school holiday.

Tardiness is defined as arriving after your scheduled start time. Leaving early is defined as clocking out prior to your schedule end time. Tardiness and leaving early, like excessive absenteeism, is unacceptable job performance. It is your responsibility to arrive at work



prior to the start of your scheduled work time and to leave no earlier than your scheduled end time.

Excessive tardiness or leaving early may result in discipline, up to and including termination. Continued tardiness or leaving early in violation of SJCA's policies will also result in SJCA contesting your eligibility for unemployment compensation benefits if you are terminated for repeated tardiness or early leaving.

## **5.7 Use of Communication and Computer Systems**

SJCA's communication and computer systems are intended for business purposes and may be used only during working time; however limited personal usage is permitted if it does not hinder performance of job duties or violate any other Academy policy. This includes the voice mail, email and Internet systems. Users have no legitimate expectation of privacy in regard to their use of the systems.

SJCA may access the voice mail and e-mail systems and obtain the communications within the systems, including past voice mail and e-mail messages, without notice to users of the system, in the ordinary course of business when SJCA deems it appropriate to do so. The reasons for which SJCA may obtain such access include but are not limited to: maintaining the system; preventing or investigating allegations of system abuse or misuse; assuring compliance with software copyright laws; complying with legal and regulatory requests for information; and ensuring that Academy operations continue appropriately during an employee's absence.

Further, SJCA may review Internet usage to ensure that such use with Academy property, or communications sent via the Internet with Academy property, are appropriate. The reasons for which SJCA may review employees' use of the Internet with Academy property include but are not limited to: maintaining the system; preventing or investigating allegations of system abuse or misuse; assuring compliance with software copyright laws; complying with legal and regulatory requests for information; and ensuring that Academy operations continue appropriately during an employee's absence.

SJCA may store electronic communications for a period of time after the communication is created. From time to time, copies of communications may be deleted.

SJCA's policies prohibiting harassment, in their entirety, apply to the use of SJCA's communication and computer systems. No one may use any communication or computer system in a manner that may be construed by others as harassing or offensive based on race, national origin, sex, sexual orientation, age, disability, religious beliefs or any other characteristic protected by federal, state or local law.

Further, since SJCA's communication and computer systems are intended for business use, all employees, upon request, must inform Administration of any private access codes or passwords.

Unauthorized duplication of copyrighted computer software violates the law and is strictly prohibited. No employee may access, or attempt to obtain access to, another employee's computer systems without appropriate authorization. Violators of this policy may be subject to disciplinary action, up to and including termination.

## **5.8 Inspections**

SJCA reserves the right, as permitted by law and dictated by the circumstances at hand, to require employees while on Academy property, or on client property, to agree to the inspection of their persons, personal possessions and property, personal vehicles parked on Academy or client property, and work areas. This includes, as permitted by law and dictated by the circumstances at hand, lockers, vehicles, desks, cabinets, workstations, packages, handbags, briefcases and other personal possessions or places of concealment, as well as personal mail sent to the Academy or to its clients. Employees are expected to cooperate in the conduct of any search or inspection.

## **5.9 Use of Social Media**

SJCA respects the right of any employee to maintain a blog or web page or to participate in a social networking, Twitter or similar site. However, to protect SJCA interests and ensure employees focus on their job duties, employees must adhere to the following rules:

- Employees may not post on a blog or web page or participate on a social networking, Twitter or similar site during working time or at any time with Academy equipment or property, unless those activities are part of an employee's job responsibilities.
- All rules regarding confidential and proprietary business information apply in full to blogs, web pages, and social networking platforms, such as Twitter, Facebook, LinkedIn, or similar sites. Any information that cannot be disclosed through a conversation, a note, or an e-mail also cannot be disclosed in a blog, web page, or social networking site.
- Whether an employee is posting something on his/her own blog, web page, social networking, Twitter or similar site or on someone else's, if the employee mentions the Academy and also expresses either a political opinion or an opinion regarding the Academy's actions that could pose an actual or potential conflict of interest with the Academy, the poster must include a disclaimer. The poster should specifically state that the opinion expressed is his/her personal opinion and not the Academy's position. This is necessary to preserve the Academy's good will in the marketplace.
- Any conduct that is impermissible under the law if expressed in any other form or forum is impermissible if expressed through a blog, web page, and /or social networking, Twitter or similar site. For example, posted material that is discriminatory, obscene, defamatory, libelous, or violent is forbidden. Academy policies apply equally to employee social media usage.

SJCA encourages all employees to keep in mind the speed and manner in which information posted on a blog, web page, social networking, Twitter or similar site can be relayed and often misunderstood by readers. While an employee's free time is generally not subject to any restrictions by SJCA, with the exception of the limited restrictions above, SJCA urges all employees to refrain from posting information regarding SJCA or their jobs that could embarrass or upset co-workers or that could detrimentally affect SJCA's business. Employees must use their best judgment. Employees with any questions should review the guidelines above and/or consult with Director of Human Resources. When in doubt, don't post. Failure to follow these guidelines may result in discipline, up to and including termination.

## **5.10 Personal and Academy-Provided Portable Communication Devices**

Academy-provided portable communication devices (PCDs), including cell phones and personal digital assistants, should be used primarily for business purposes. Employees have no reasonable expectation of privacy in regard to the use of such devices, and all use is subject to monitoring, to the maximum extent permitted by applicable law. This includes, as permitted, the right to monitor personal communications as necessary.

Some employees may be authorized to use their own PCD for business purposes. These employees should work with the IT department to configure their PCD for business use. Communications sent via a personal PCD also may subject to monitoring if sent through SJCA's networks and the PCD must be provided for inspection and review upon request.

All conversations, text messages and e-mails must be professional. When sending a text message or using a PCD for business purposes, whether it is an Academy-provided or personal device, employees must comply with applicable Academy guidelines, including policies on sexual harassment, discrimination, conduct, confidentiality, equipment use and operation of vehicles.

If an employee who uses a personal PCD for business resigns or is terminated, the employee will be required to submit the device to the IT department for resetting on or before his or her last day of work. At that time, the IT department will reset and remove all information from the device, including but not limited to, Academy information and personal data (such as contacts, e-mails and photographs). The IT department will make efforts to provide employees with the personal data in another form (e.g., on a disk) to the extent practicable; however, the employee may lose some or all personal data saved on the device.

Employees may not use their personal PCD for business unless they agree to submit the device to the IT department on or before their last day of work for resetting and removal of Academy information. This is the only way currently possible to ensure that all Academy information is removed from the device at the time of termination. The removal of Academy information is crucial to ensure compliance with SJCA's confidentiality and proprietary information policies and objectives.

Please note that whether employees use their personal PCD or a Academy-issued device, SJCA's electronic communications policies, including but not limited to, proper use of communications and computer systems, remain in effect.

## **5.11 Smoking**

In keeping with SJCA intent to provide a safe and healthful work environment, smoking, including the use of e-cigarettes, is prohibited throughout the workplace.

This policy applies equally to all employees, customers, and visitors.

## **5.12 Telephone Calls, Postage and Personal Visits**

Employees should practice discretion when making local personal calls. Personal use of the telephone for long-distance and toll calls is not permitted. Violation of this policy may be subject to disciplinary action, up to and including termination and reimbursement of charges to SJCA.

To ensure effective telephone communications, employees should always use the approved greeting and speak in a courteous and professional manner. Please confirm information received from the caller and hang up only after the caller has done so.

The use of Academy-paid postage for personal correspondence is not permitted.

To provide for the safety and security of employees and the facilities at SJCA, only

authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances.

### **5.13 Solicitation and Distribution**

To avoid distractions, solicitation by an employee of another employee is prohibited while either employee is on working time. "Working time" is the time an employee is engaged, or should be engaged, in performing his/her work tasks for SJCA. Solicitation of any kind by non-employees on Academy premises is prohibited at all times.

Distribution of advertising material, handbills, printed or written literature of any kind in working areas of SJCA is prohibited at all times. Distribution of literature by non-employees on Academy premises is prohibited at all times.

Because of safety and security reasons, family and friends of employees are discouraged from visiting. In cases of emergency, employees will be called to meet any visitor outside their work area. If an unauthorized individual is observed on SJCA's premises, employees should immediately notify their Supervisor or, if necessary, direct the individual to the reception area.

### **5.14 Confidential Academy Information**

During the course of work, an employee may become aware of confidential information about SJCA's business, including but not limited to information regarding Academy finances, pricing, products and new product development, software and computer programs, trade secrets, marketing strategies, suppliers, customers and potential customers. An employee also may become aware of similar confidential information belonging to SJCA's affiliates. It is extremely important that all such information remain confidential, and particularly not be disclosed. Any employee who improperly copies, removes (whether physically or electronically), uses or discloses confidential information to anyone outside of SJCA may be subject to disciplinary action, up to and including termination. Employees may be required to sign an agreement reiterating these obligations.

This policy does not preclude an individual's right to immunity for disclosing a trade secret to his/her attorney, a court, or a government official in certain specified circumstances, as set forth in the Defend Trade Secrets Act (DTSA) of 2016.

### **5.15 Conflict of Interest and Business Ethics**

It is SJCA's policy that all employees avoid any conflict between their personal interests and those of SJCA. The purpose of this policy is to ensure that SJCA's honesty and integrity, and therefore its reputation, are not compromised. The fundamental principle guiding this policy is that no employee should have, or appear to have, personal interests

or relationships that actually or potentially conflict with the best interests of SJCA.

It is not possible to give an exhaustive list of situations that might involve violations of this policy. However, the situations that would constitute a conflict in most cases include but are not limited to:

- Holding an interest in or accepting free or discounted goods from any organization that does, or is seeking to do, business with SJCA, by any employee who is in a position to directly or indirectly influence either SJCA's decision to do business, or the terms upon which business would be done with such organization.
- Being employed by (including as a consultant) or serving on the board of any organization which does, or is seeking to do, business with SJCA.
- Profiting personally, e.g., through commissions, loans, expense reimbursements or other payments, from any organization seeking to do business with SJCA.

A conflict of interest would also exist when a member of an employee's immediate family is involved in situations such as those above.

This policy is not intended to prohibit the acceptance of modest courtesies, openly given and accepted as part of the usual business amenities, for example, occasional business-related meals or promotional items of nominal or minor value.

It is the employee's responsibility to report any actual or potential conflict that may exist between him/her (and his/her immediate family) and SJCA.

#### **5.16 Use of Facilities, Equipment and Property, Including Intellectual Property**

Equipment essential in accomplishing job duties is often expensive and may be difficult to replace. When using property, employees are expected to exercise care, perform required maintenance, and follow all operating instructions, safety standards and guidelines.

Please notify your Supervisor if any equipment, machines, or tools appear to be damaged, defective, or in need of repair. Prompt reporting of loss, damages, defects, and the need for repairs could prevent deterioration of equipment and possible injury to employees or others. The Supervisor can answer any questions about an employee's responsibility for maintenance and care of equipment used on the job.

Employees also are prohibited from any unauthorized use of SJCA's intellectual property, such as audio and video tapes, print materials and software. Improper, careless, negligent, destructive, or unsafe use or operation of equipment can result in discipline, up to and including termination. Further, SJCA is not responsible for any damage to employees' personal belongings.

Academy will not assume any responsibility for the employee's outside employment. Specifically, we will not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of such outside employment. Authorization to engage in such outside employment can be revoked at any time.



## **5.17 Health and Safety**

The health and safety of employees and others on Academy property are of critical concern to SJCA. SJCA intends to comply with all health and safety laws applicable to our business. To this end, we must rely upon employees to ensure that work areas are kept safe and free of hazardous conditions. Employees are required to be conscientious about workplace safety, including proper operating methods, and recognize dangerous conditions or hazards. Any unsafe conditions or potential hazards should be reported to Administration immediately, even if the problem appears to be corrected. Any suspicion of a concealed danger present on SJCA's premises, or in a product, facility, piece of equipment, process or business practice for which SJCA is responsible should be brought to the attention of Administration immediately.

Periodically, SJCA may issue rules and guidelines governing workplace safety and health. SJCA may also issue rules and guidelines regarding the handling and disposal of hazardous substances and waste. All employees should familiarize themselves with these rules and guidelines, as strict compliance will be expected.

Any workplace injury, accident, or illness must be reported to the employee's Supervisor as soon as possible, regardless of the severity of the injury or accident.

## **5.18 Publicity/Statements to the Media**

All media inquiries regarding SJCA and its operation must be referred to the School Headmaster or Board of Directors. Only the School Headmaster or Board of Directors are authorized to make or approve public statements pertaining to SJCA or its operations. No employees, unless specifically designated by the School Headmaster or the Board of Directors, are authorized to make those statements. Any employee wishing to write and/or publish an article, paper, or other publication on behalf of SJCA must first obtain approval from the School Headmaster or the Board of Directors.

## **5.19 Portable Communication Device Use While Driving**

Employees who drive on Academy business must abide by all state or local laws prohibiting or limiting portable communication device (PCD) use, including cell phones or personal digital assistants, while driving. Further, even if use is permitted, employees may choose to refrain from using any PCD while driving. "Use" includes, but is not limited to, talking or listening to another person or sending an electronic or text message via the PCD.

Regardless of the circumstances, including slow or stopped traffic, if any use is permitted while driving, employees should proceed to a safe location off the road and safely stop the vehicle before placing or accepting a call. If acceptance of a call is absolutely necessary while the employee is driving, and permitted by law, the employee must use a hands-free option and advise the caller that he/she is unable to speak at that time and will return the call shortly.

Under no circumstances should employees feel that they need to place themselves at risk to fulfill business needs.

Since this policy does not require any employee to use a PCD while driving, employees who are charged with traffic violations resulting from the use of their PCDs while driving will be solely responsible for all liabilities that result from such actions.

Texting and e-mailing while driving is prohibited in all circumstances.

## **5.20 Business Expense Reimbursement**

Employees will be reimbursed for reasonable approved expenses incurred in the course of business. These expenses must be approved by the Director of Human Resources, and may include air travel, hotels, motels, meals, cab fare, rental vehicles, or gas and car mileage for personal vehicles. All expenses incurred should be submitted to the Director of Human Resources along with the receipts in a timely manner.

Employees are expected to exercise restraint and good judgment when incurring expenses. Employees should contact the Director of Human Resources in advance if they have any questions about whether an expense will be reimbursed.

## **5.21 References**

SJCA will respond to reference requests through the Director of Human Resources. SJCA will provide general information concerning the employee such as date of hire, date of termination, and positions held. Requests for reference information must be in writing, and responses will be in writing. Please refer all requests for references to the Director of Human Resources.

## **5.22 Hiring Relatives/Employee Relationships**

A familial relationship among employees can create an actual or at least a potential conflict of interest in the employment setting, especially where one relative supervises another relative. To avoid this problem, SJCA may refuse to hire or place a relative in a position where the potential for favoritism or conflict exists.

In other cases, such as personal relationships where a conflict or the potential for conflict arises, even if there is no Supervisory relationship involved, the parties may be separated by reassignment or terminated from employment, at the discretion of the Board of Directors. Accordingly, all parties of any type of intimate personal relationship must inform the Administration .

If two employees marry, become related, or enter into an intimate relationship, they may not remain in a reporting relationship or in positions where one individual may affect the compensation or other terms or conditions of employment of the other individual. SJCA generally will attempt to identify other available positions, but if no alternate position is available, SJCA retains the right to decide which employee will remain with SJCA.

For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

### **5.23 Dress Code for Men and Women**

The success of St. Johns Classical Academy depends upon the level of professionalism exhibited by its employees. The Board expects all employees to dress and conduct themselves in a professional manner whenever conducting Academy business or wearing clothing or uniforms that identify them as employees of the Academy.

The Academy considers each employee's dress and demeanor to be an important factor in evaluating performance. When an employee is inappropriately dressed, or does not meet the requirements of this policy, the Academy reserves the right to send the employee home to change. Employees will not be compensated for any work time missed because of failure to comply with designated school standards.

On Wednesdays, faculty and staff will be required to wear the SJCA faculty and staff uniform. Any additional days will be announced by administration. The official SJCA staff uniform is comprised of the SJCA blazer (as provided by SJCA), a white button-down dress shirt, navy professional dress bottoms (skirt or slacks) and navy or black shoes.

Employee dress policies apply to all employees—not just teachers. Only designated personnel who wear uniforms are exempt from this policy. Uniforms should be clean and pressed at the start of each day.

- Only PE teachers and coaches are permitted to wear jogging type suits and shorts. They should dress in professional attire on parent conference days, back-to-school nights, and other occasions when not teaching/coaching.
- Jeans of any color are not acceptable at any time, except on designated days (i.e. appropriate field trips, spirit day)
- No tee-shirts will be acceptable at any time except on designated days (e.g., a spirit day).
- Shorts are not permitted except during after-school sporting events or practice.
- Only PE teachers may wear athletic shoes on a regular basis. However, if they are appropriate for specific school activities (e.g., field day, field trip), athletic shoes may be approved. Athletic shoes may be allowed on the playground and during other times when regular dress shoes may be a hazard.
- Professional ‘work style’ shoes are expected.
- Hair should be kept neat and clean; it should not impair vision nor be a distraction.
- Pre-existing tattoos must be discrete: not offensive, not distracting.
- Hats or other non-religious headgear are not to be worn inside.
- Excessively tight, clinging, clothing that reveals cleavage or form-fitting clothing is not permitted. This includes any type of leggings being worn as a pant. Leggings may only be worn under a dress length (to the knee or below) top.
- Good personal hygiene is required at all times. This includes wearing neat, clean clothing.
- Strong/offensive body odors or excessive use of perfumes or cologne are inappropriate.

## **Appropriate Dress for Women**

- Dresses and skirts cannot be higher than the top of the knee.
- Clingy, or tight-fitting, skirts and dresses are not permitted.
- Low cut, revealing blouses, see-through/sheer clothing, off-the-shoulder tops, spaghetti straps/halters, tank tops or clothing which reveals the midriff are not permitted. No décolletage.
- Leggings are not appropriate professional wear. However, fitted pants with a long top is acceptable.
- Earrings are the only visible piercing allowed; they should be appropriate and non-distracting.
- Shoes should be formal or business casual (Shoe must have no less than a strap across the top of the foot, as well as a strap in the back).
- No flip-flop style shoes (strap between the toes with an open back);
- No beach and/or shower shoes with rubber or plastic on the bottom;
- No Croc-style, 'slides' or open-backed clogs.
- Boots should be business casual

## **Appropriate Dress for Men**

- During the school year, male faculty and staff members will wear a collared shirt and a tie.
- Suits, blazers, and sports jackets are optional.
- Shirts should be tucked in at all times.
- Ties should always be worn when making a formal presentation to an audience (e.g. to parents or at a professional conference).
- Facial hair should be kept neatly trimmed and clean.
- Shoes should be formal or business casual.
- No flip-flop style shoes (strap between the toes with an open back);
- No beach and/or shower shoes with rubber or plastic on the bottom;
- No Croc-style, 'slides' or open-backed clogs.
- Boots should be business casual.

### **5.24 If You Must Leave Us**

Should you decide to leave SJCA, we ask that you provide SJCA with at least two (2) weeks' advance notice of your departure. Your thoughtfulness will be appreciated.

All Academy property including, but not limited to, keys, security cards, parking passes, laptop computers, fax machines, uniforms, etc. must be returned at separation. Employees also must return all of SJCA's Confidential Information upon separation.

Except as mandated by law, nonexempt employees will be required to repay the Academy (through payroll deduction) for any lost or damaged Academy property caused by a dishonest or willful act or gross negligence. Employees will be required to sign a Pre- and Post- tax Deduction Authorization form for this payroll deduction. Lawful deductions from an employee's wages

will not reduce the employee's earnings below the required minimum wage or overtime compensation.

As noted previously, all employees are employed at-will and nothing in this handbook changes that status.

## **5.25 A Few Closing Words**

This handbook is intended to give employees a broad summary of things they should know about St. Johns Classical Academy. The information in this handbook is general in nature and, should questions arise, any member of Administration should be consulted for complete details. While we intend to continue the policies, rules and benefits described in this handbook, SJCA, in its sole discretion, may always amend, add to, delete from or modify the provisions of this handbook and/or change its interpretation of any provision set forth in this handbook except for the rights of the parties to terminate employment at will. Please do not hesitate to speak to Administration regarding any questions about the Academy or its personnel policies and practices.

## **Section 6 - Co-Employment with Applied Business Solutions**

### **6.1 Introduction**

Welcome to the world of co-employment!

This means that you will have two employers instead of one and we would like to take just a moment to explain how it works. Applied Business Solutions is a professional employer organization (PEO) that will be your Administrative Employer and "Employer of Record" for purposes related to recordkeeping and complying with applicable federal, state and local law governing co-employment arrangements. Your Worksite Employer will set your wages, working hours, and all terms and conditions of your employment. You will report to work at your Worksite Employer's jobsite and follow your Worksite Employer's policies and procedures to the extent it decides to supplement the general policies contained in this Handbook.

It is important to understand what Applied Business Solutions does and what it does not do. Applied Business Solutions is not a joint employer, partner, or related Company/Academy of your Worksite Employer. Instead, Applied Business Solutions is an unrelated, independent Company that contracts to provide administrative services to your Worksite Employer such as processing payroll, issuing paychecks and year-end W-2 forms, collecting and paying employment taxes, processing new hire paperwork, assisting in the production of this handbook, administering workers' compensation and unemployment compensation claims, providing general assistance with human resource issues, and administering the health insurance and other benefits chosen by your Worksite Employer.

Applied Business Solutions does not set your pay rate, work schedule, job duties, performance expectations, or determine the specific terms and conditions of your employment, including the type and level of benefits that you will receive (e.g., how much Paid Time Off you will receive, whether health insurance will be available and upon what terms, or whether you will be entitled to a benefit based on a specific set of circumstances that may arise during your employment). Instead, these matters will be determined by your Worksite Employer and Applied Business Solutions merely administers the compensation, benefits and other programs that your Worksite Employer has chosen to make available to you.

Your Worksite Employer will provide you with training and supervision at the worksite, advise you of your specific job duties and monitor your performance, and make all employment-related decisions related to your advancement opportunities, work assignments, compensation and benefits. Your Supervisor or other representative of Administration at the Worksite Employer is the best source for specific information on your job and should be able to answer most of your day-to-day questions. However, Applied Business Solutions is available to answer specific questions you may have on the administrative matters that it will be handling for your Worksite Employer.

The staff hours of Applied Business Solutions are Monday through Friday, 9:00 a.m. to 5:00 p.m.

## **6.2 Benefits Overview**

Eligible employees are provided a wide range of benefits. A number of the programs (such as Social Security, Workers' Compensation, state disability, and unemployment insurance) cover all employees in the manner prescribed by law.

Benefits eligibility is dependent upon a variety of factors, including employee classification. Your Supervisor can identify the programs for which you are eligible.

SJCA reserves the right to amend or withdraw any or all of the benefits programs at its sole discretion at any time, with or without notice.

## **6.3 Unemployment Compensation**

In accordance with the provisions of your state Unemployment Act, if you become unemployed due to lack of work, you will be eligible for weekly benefits, provided you meet the requirements of the Act. SJCA pays the entire tax in the majority of states. In the event your assignment at any Work Site Employer terminates due to reduction in workforce or lay off, you must report to SJCA within 48 hours (not including weekends) for possible reassignment. Unemployment benefits may be denied to an employee for failure to do so. Such notice should be addressed to:



## 6.4 Workers' Compensation

According to the laws of the state in which we operate, Workers' Compensation Insurance is provided to all employees, which applies to all accidental injuries to an employee while at work. Workers' Compensation is carried to cover expenses and earnings lost due to injury while you are on the job. The individual laws of your state regulate the amount you are entitled to receive to cover medical expenses and to make up part of any loss in earnings.

A safe environment is everyone's responsibility. If you are aware of any safety problems, it is your responsibility to report your concerns to the Director of Human Resources immediately.

1. You must immediately report any work-related injury to the Director of Human Resources. Failure to report the incident may jeopardize your benefits and your employment.
2. The Work Site Employer has the right to obtain an alcohol and/or drug test at any time including, but not limited to, after an on- the-job injury. Positive results may jeopardize your benefits and your employment.
3. If the Work Site Employer requires the use of personal protective clothing, shoes, glasses, or equipment, failure to use these items may result in a reduction in your benefits and termination of your employment.

Your awareness and compliance with safety measures will help promote a safe working environment for you and your co-workers. Many states require a waiting period before payment under Workers' Compensation begins.

## 6.5 Contact Information

For questions regarding work site issues such as hours of work, schedule, work procedures, or training, contact SJCA's Director of Human Resources.

For questions regarding your paycheck or benefits, please call SJCA's Director of Human Resources or Applied Business Solutions at 855-792- 2808.

For questions regarding work-related injuries, please call SJCA's Risk Administration Department at 855-792-2808.

If you have any questions regarding the contents of this document, please ask SJCA's Director of Human Resources or contact:

Applied Business Solutions  
Attn: HR Service Center  
1091 Oakleaf Plantation Parkway  
Orange Park, FL 32065  
855-792-2808

## General Handbook Acknowledgement

This Employee Handbook is an important document intended to help you become acquainted with SJCA. This document is intended to provide guidelines and general descriptions only; it is not the final word in all cases. Individual circumstances may call for individual attention.

Because SJCA's operations may change, the contents of this Handbook may be changed at any time, with or without notice, in an individual case or generally, at the sole discretion of Administration.

Please read the following statements and sign below to indicate your receipt and acknowledgement of this Employee Handbook.

**I have received and read a copy of SJCA's Employee Handbook. I understand that the policies, rules and benefits described in it are subject to change at the sole discretion of SJCA at any time.**

**I further understand that my employment is terminable at will, either by myself or SJCA, with or without cause or notice, regardless of the length of my employment or the granting of benefits of any kind.**

**I understand that no contract of employment other than "at will" has been expressed or implied, and that no circumstances arising out of my employment will alter my "at will" status. I understand that my signature below indicates that I have read and understand the above statements and that I have received a copy of SJCA's Employees Handbook.**

Employee's Printed Name: \_\_\_\_\_

Position: \_\_\_\_\_

Employee's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**The signed original copy of this acknowledgement should be given to Administration – it will be filed in your personnel file.**

## Receipt of Discrimination, Harassment, and Retaliation Prevention Policy

SJCA does not tolerate and prohibits discrimination, harassment, or retaliation of or against job applicants, contractors, interns, volunteers, or employees by another employee, supervisor, vendor, customer, or any third party on the basis of race, religion, creed, color, age, sex, sexual orientation, gender, gender identity, gender expression, national origin, ancestry, marital status, medical condition, disability (mental and physical), military and veteran status, pregnancy, childbirth and related medical conditions, or any other characteristic protected by applicable federal, state, or local laws and ordinances.

**All discrimination, harassment, and retaliation is unacceptable in the workplace and in any work-related settings such as business trips and business-related social functions, regardless of whether the conduct is engaged in by a supervisor, co-worker, client, customer, vendor, or other third party.**

If an employee believes someone has violated the Discrimination, Harassment, and Retaliation Prevention Policy or the Equal Employment Opportunity Policy, the employee should promptly bring the matter to the immediate attention of any Vice President. If this individual is the person toward whom the complaint is directed the employee should contact any higher-level manager in the reporting chain. If the employee makes a complaint under this policy and has not received a satisfactory response within five (5) business days, he/she should contact the Chief Executive Officer immediately.

Every report of perceived harassment will be fully investigated, and corrective action will be taken where appropriate. Violation of this policy will result in disciplinary action, up to and including termination. All complaints will be kept confidential to the extent possible, but confidentiality cannot be guaranteed. In addition, the Company will not allow any form of retaliation against individuals who report unwelcome conduct to Administration or who cooperate in the investigations of such reports in accordance with this policy. Employees who make complaints in bad faith may be subject to disciplinary action, up to and including termination. All employees must cooperate with all investigations.

While employees are encouraged to report claims internally, if an employee believes that he/she has been subjected to harassment, discrimination, or retaliation, he/she may file a formal complaint with an applicable government agency. Using the Company's complaint process does not prohibit an employee from filing a complaint with a state or federal agency.

Remember, SJCA cannot remedy claimed discrimination, harassment, or retaliation unless employees bring these claims to the attention of Administration. Employees should not hesitate to report any conduct which they believe violates this policy.

I have read, and I understand the SJCA Discrimination, Harassment, and Retaliation Prevention Policy.

Employee's Printed Name: \_\_\_\_\_

Position: \_\_\_\_\_

Employee's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**The signed original copy of this acknowledgement should be given to Administration – it will be filed in your personnel file.**



settings forms application > 2019-20 st. johns classical academy application

# Application

## Application Preview

Note: guardian information is collected separately from this application.

### Student General Information

<input type="text" value="First Name"/>	<input type="text" value="Middle Name"/>	<input type="text" value="Last Name"/>
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### Student Residence

<input type="text" value="Street address, P.O. box, c/o"/>	<input type="text" value="Apartment, Unit, Suite Number"/>
<input type="text" value="City"/>	<input type="text" value="State/Province/Region"/>
<input type="text" value="ZIP/Postal Code"/>	

### Siblings

Does the student have a brother or sister currently attending a school within this organization?  Yes  No

<input type="text" value="Sibling Name"/>	<input type="text" value="Select Grade"/>	<input type="text" value="School Attending"/>
---	---	---

Sibling's Date of Birth

<input type="text" value="Month"/>	<input type="text" value="Day"/>	<input type="text" value="Year"/>
------------------------------------	----------------------------------	-----------------------------------

(For Staff) How did the family provide you the details to fill out this application?

Were you referred by a current SJCA student?

Yes  No

## Parent/Guardian Information

<input type="text" value="Guardian First Name"/>	<input type="text" value="Guardian Last Name"/>	<input type="text" value="Guardian Mobile Phone Number"/>
<input type="text" value="Guardian Email"/>	<input type="text" value="Guardian Home Phone Number"/>	<input type="text" value="Guardian Work Phone Number"/>
<input type="text" value="Guardian Contact Preference"/>	<input type="text" value="Guardian Address Street1"/>	<input type="text" value="Guardian Address Street2"/>
<input type="text" value="Guardian Address City"/>	<input type="text" value="Guardian Address State"/>	<input type="text" value="Guardian Address Zipcode"/>
<input type="text" value="Guardian Relationship to Student"/>	<input type="text" value="Parent/Guardian 1: Primary Phone Number"/>	

Which number should we contact first?

Would you like to add a second parent/guardian?

Yes  No

Edit Delete

# Enrollment Dashboard ?

Use this dashboard to see enrollment numbers per school and per grade.

Export CSV

● NOT ENROLLED
 ● ENROLLED
 ● ALL

SCHOOL NAME	RETURNING STUDENTS					NEW STUDENTS				TOTAL			WL
	UN	RN	IP	CV	ALL	OF	AP	CV	ALL	NE	E	ALL	
St. Johns Classical Academy	0	223	0	535	758	1	111	0	112	335	535	870	870
Total	0	223	0	535	758	1	111	0	112	335	535	870	870

Overview Of All Re-enrollments

Total Re-enrollments: **784**



[Support](#)

[Return to Attachment TOC](#)

# Enrollment Dashboard ?

Use this dashboard to see enrollment numbers per school and per grade.

Export CSV

NOT ENROLLED ENROLLED ALL

SCHOOL NAME	RETURNING STUDENTS					NEW STUDENTS				TOTAL			WL
	UN	RN	IP	CV	ALL	DF	AP	CV	ALL	NE	E	ALL	
St. Johns Classical Academy	33	199	0	539	771	0	0	0	0	232	539	771	198
Total	33	199	0	539	771	0	0	0	0	232	539	771	198





## St. Johns Classical Academy Second Campus

	Start up Budget Enrollment 0	Base on 792 Scholars FYONE New Campus	Base on 812 Scholars FYTWO New Campus	Base on 832 Scholars FYTHREE New Campus	Base on 852 Scholars FYFOUR New Campus	Base on 872 Scholars FYFIVE New Campus
<b>CSP</b>						
3225 · Title II		18,000.00	18,360.00	18,727.20	19,101.74	19,483.78
3245 · Title IV		6,000.00	6,120.00	8,239.67	8,239.67	8,404.46
3246 · IDEA		20,277.50	20,277.50	20,277.50	20,277.50	20,277.50
<b>Total 3200 · Federal Funds</b>		<b>44,277.50</b>	<b>44,757.50</b>	<b>47,244.37</b>	<b>47,618.91</b>	<b>48,165.74</b>
<b>3300 · State sources</b>						
3310 · FEFP funding		3,651,282.00	3,780,119.00	3,910,957.00	4,086,394.00	4,222,232.00
3312 · Instructional Materials		63,132.00	64,729.00	66,323.00	67,917.00	69,512.00
3313 · Supplemental Academic Instructi		206,885.00	212,119.00	217,343.00	222,567.00	227,791.00
3314 · Safe Schools		43,419.00	44,517.00	45,614.00	46,710.00	47,806.00
3315 · Discretionary Millage Compressi		282,920.00	290,078.00	297,221.00	304,365.00	311,509.00
3316 · Digital Classroom		2,244.00	2,301.00	2,358.00	2,415.00	2,471.00
3317 · Reading Allocation		33,963.00	34,783.00	35,604.00	36,424.00	37,245.00
3318 · Lottery						
3319 · Mental Health Assistance		33,137.00	33,975.00	34,812.00	35,649.00	36,486.00
3320 · Discretionary Local Effort		203,627.00	208,547.00	213,466.00	218,386.00	223,306.00
3321 · Total Funds Compression Allocat		24,913.00	25,543.00	26,172.00	26,801.00	27,430.00
3354 · Teacher Salary Increase Allocat		143,496.00	146,963.00	150,430.00	153,897.00	157,364.00
3355 · Class Size Reduction		793,496.00	812,293.00	831,430.00	849,885.00	868,681.00
3375 · Misc. state through local		-	-	-	-	-
3397 · Capital outlay funds		-	360,000.00	385,200.00	412,164.00	441,015.48
3398 · Safety Grant		10,000.00	11,000.00	12,100.00	13,310.00	14,641.00
3399 · Teacher lead program		16,222.25	16,812.15	17,697.00	17,402.05	17,991.95
3340 · GEERS		-	-	-	-	-
3341 · EESER		-	-	-	-	-
<b>Total 3300 · State sources</b>		<b>5,365,240.25</b>	<b>5,896,816.15</b>	<b>6,096,297.00</b>	<b>6,340,389.05</b>	<b>6,548,117.43</b>
<b>3400 · Local funds</b>						
3410 · Other income	150,000.00	25,344.00	25,984.00	26,624.00	27,264.00	27,904.00
3431 · Interest income						
<b>Total 3400 · Local funds</b>	<b>150,000.00</b>	<b>25,344.00</b>	<b>25,984.00</b>	<b>26,624.00</b>	<b>27,264.00</b>	<b>27,904.00</b>
1/2 Cent		200,000.00	214,000.00	228,980.00	245,008.60	262,159.20
<b>Total Income</b>	<b>150,000.00</b>	<b>5,634,861.75</b>	<b>6,181,557.65</b>	<b>6,399,145.37</b>	<b>6,660,280.56</b>	<b>6,886,346.37</b>
<b>Gross Profit</b>	<b>150,000.00</b>	<b>5,634,861.75</b>	<b>6,181,557.65</b>	<b>6,399,145.37</b>	<b>6,660,280.56</b>	<b>6,886,346.37</b>
<b>Expense</b>						
<b>100 · Salaries</b>						
110 · Administrator	45,000.00	210,000.00	214,200.00	218,400.00	222,600.00	226,800.00
120 · Classroom teacher		2,392,000.00	2,519,400.00	2,617,250.00	2,764,500.00	2,865,200.00
130 · Other certified						
131 · Covid19 Response team- Certif		-	-	-	-	-
130 · Other certified - Other		240,000.00	272,850.00	278,200.00	329,450.00	366,300.00



## St. Johns Classical Academy Second Campus

	Start up Budget Enrollment 0	Base on 792 Scholars FYONE New Campus	Base on 812 Scholars FYTWO New Campus	Base on 832 Scholars FYTHREE New Campus	Base on 852 Scholars FYFOUR New Campus	Base on 872 Scholars FYFIVE New Campus
<b>Total 130 · Other certified</b>	-	240,000.00	272,850.00	278,200.00	329,450.00	366,300.00
140 · Substitute teacher						
141 · Sub - COVID19 Response Team						
140 · Substitute teacher - Other		50,000.00	65,000.00	70,000.00	75,000.00	75,000.00
<b>Total 140 · Substitute teacher</b>	0.00	50,000.00	65,000.00	70,000.00	75,000.00	75,000.00
160 · Other support personnel						
161 · Other - COVID19 Response Team		-	-	-	-	-
160 · Other support personnel - Other		393,000.00	418,710.00	452,980.00	453,680.00	462,240.00
<b>Total 160 · Other support personnel</b>	0.00	393,000.00	418,710.00	452,980.00	453,680.00	462,240.00
<b>Total 100 · Salaries</b>	45,000.00	3,285,000.00	3,490,160.00	3,636,830.00	3,845,230.00	3,995,540.00
<b>200 · Employee benefits</b>						
220 · Payroll taxes						
221 · COVID19 Response Team		0.00	-	-	-	-
220 · Payroll taxes - Other	3,150.00	229,950.00	244,311.20	254,578.10	272,398.57	291,466.47
<b>Total 220 · Payroll taxes</b>	3,150.00	229,950.00	244,311.20	254,578.10	272,398.57	291,466.47
230 · Health Insurance						
231 · COVID19 Response Team		0.00	-	-	-	-
230 · Health Insurance - Other	900.00	233,100.00	256,410.00	282,051.00	310,256.10	341,281.71
<b>Total 230 · Health Insurance</b>	900.00	233,100.00	256,410.00	282,051.00	310,256.10	341,281.71
232 · Workers Comp expense	0.00	24,973.00	25,472.46	28,019.71	30,821.68	33,903.84
241 · Retirement Expense		0.00	-	-	-	-
250 · Unemployment Compensation	0.00	0.00	-	-	-	-
<b>Total 200 · Employee benefits</b>	4,050.00	488,023.00	526,193.66	564,648.81	613,476.34	666,652.02
<b>300 · Purchased services</b>						
310 · Professional & tech. services	20,000.00	13,000.00	13,260.00	13,525.20	13,795.70	14,071.62
311 · Audit fees	2,000.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00
313 · Payroll Fee	5.00	40,000.00	30,600.00	30,600.00	30,600.00	30,600.00
319 · Technology-Prof. & Tech. Serv.		40,000.00	40,800.00	41,616.00	42,448.32	43,297.29
320 · Property & casualty insurance		50,504.19	51,514.27	52,544.56	53,595.45	54,667.36
330 · Travel	500.00	32,500.00	33,150.00	33,813.00	34,489.26	35,179.05
350 · Repairs & maintenance		50,000.00	51,000.00	52,020.00	53,060.40	54,121.61
360 · Rent		16,382.48	16,710.13	17,044.33	17,385.22	17,732.92
361 · Safe school services		15,000.00	3,000.00	3,060.00	3,121.20	3,183.62
365 · Software subscription		11,374.88	11,602.38	11,834.43	12,071.11	12,312.54
370 · Postage		-	-	-	-	-
379 · Teleph. & Other Data Comm. Serv.		29,078.04	29,659.60	30,252.79	30,857.85	31,475.01
380 · Water		15,000.00	15,300.00	15,606.00	15,918.12	16,236.48
390 · Other purchased services		40,000.00	40,800.00	41,616.00	42,448.32	43,297.29
393 · Marketing	3,000.00	3,000.00	-	-	-	-
<b>Total 300 · Purchased services</b>	25,505.00	363,839.59	345,396.38	351,532.31	357,790.95	364,174.77
<b>400 · Energy services</b>						
410 · Natural Gas		700.00	700.00	700.00	700.00	700.00
430 · Electricity	0.00	50,000.00	51,000.00	52,020.00	53,060.40	54,121.61



## St. Johns Classical Academy Second Campus

	Start up Budget Enrollment 0	Base on 792 Scholars FYONE New Campus	Base on 812 Scholars FYTWO New Campus	Base on 832 Scholars FYTHREE New Campus	Base on 852 Scholars FYFOUR New Campus	Base on 872 Scholars FYFIVE New Campus
Total 400 · Energy services	0.00	50,700.00	51,700.00	52,720.00	53,760.40	54,821.61
500 · Materials & supplies						
510 · Supplies						
511 · Supplies - COVID19 Response		0.00	-	-	-	-
510 · Supplies - Other		50,000.00	50,000.00	50,000.00	50,000.00	50,000.00
Total 510 · Supplies	0.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00
520 · Textbooks		130,000.00	75,000.00	75,000.00	75,000.00	75,000.00
590 · Other Materials and Supplies	0.00	16,222.25	16,812.15	17,697.00	17,402.05	17,991.95
Total 500 · Materials & supplies	0.00	196,222.25	141,812.15	142,697.00	142,402.05	142,991.95
600 · Capital Outlay						
642 · Noncap. furniture & fixtures		-	-	-	-	-
644 · Non-capitalized computer hardwa	2,500.00	-	-	-	-	-
Total 600 · Capital Outlay	2,500.00	-	-	-	-	-
700 · Other expenses						
720 · Interest expense		778,599.96	1,162,599.96	1,162,599.96	1,162,599.96	1,162,599.96
730 · Dues & fees		4,813.40	4,813.40	4,813.40	4,813.40	4,813.40
731 · Issuer's Bond Fee		23,088.00	23,088.00	23,088.00	23,088.00	23,088.00
780 · Depreciation expense		191,975.18	383,950.36	383,950.36	383,950.36	383,950.36
790 · District Admin Fee	-	86,529.58	87,068.46	87,611.01	90,916.62	93,627.30
Total 700 · Other expenses	0.00	1,085,006.12	1,661,520.18	1,662,062.73	1,665,368.34	1,668,079.02
Total Expense	77,055.00	5,468,790.96	6,216,782.37	6,410,490.84	6,678,028.09	6,892,259.37
Net Ordinary Income	72,945.00	166,070.79	(35,224.72)	(11,345.47)	(17,747.52)	(5,913.00)
Other Income/Expense						
Other Income						
9700 · Internal funds revenue						
Total Other Income						
Other Expense						
9800 · Internal funds expenses						
Total Other Expense						
Net Other Income						
Net Income	72,945.00	166,070.79	(35,224.72)	(11,345.47)	(17,747.52)	(5,913.00)
Prior Year Cash Balance	-	72,945.00	430,990.97	779,716.61	1,152,321.50	1,518,524.33
Ending Cash Balance	72,945.00	358,045.97	348,725.64	372,604.89	366,202.84	378,037.36
Total Cash balance on the Year	\$ 72,945.00	\$ 430,990.97	\$ 779,716.61	\$ 1,152,321.50	\$ 1,518,524.33	\$ 1,896,561.70

- Net Income
- Revenue balance + Depreciation
- Carry forward Cash balance prior year

A inflation of 2% or \$50.00 is added in each year in the base rate per student allocation on revenues. A conservative number was use on all other allocations on revenue based on the worksheet provided by the FDOE and no inflation rate or increase was added.



## St. Johns Classical Academy Second Campus

Start up Budget Enrollment 0	Base on 792 Scholars FYONE New Campus	Base on 812 Scholars FYTWO New Campus	Base on 832 Scholars FYTHREE New Campus	Base on 852 Scholars FYFOUR New Campus	Base on 872 Scholars FYFIVE New Campus
0					

TSIA was projected but was not included the total, base of no much information, if new school should be included or not. Capital outlay was considered only second year on forward to be conservative.

Bond purchases and capital purchases will be included as a capital assets and shows on the Balance Sheet as a Asset.

Products and services was base on the history of the Fleming Island campus, and a percentage of inflation was included

The Salaries is about a 50% of revenues and increases of 2% is added. Base on Fleming island Salaries and averages.

CSP is not considered in this Budget



## St. Johns Classical Academy Second Campus 100% Enrollment

	Start up Budget Enrollment 0	Base on 822 Scholars FYONE New Campus	Base on 842 Scholars FYTWO New Campus	Base on 877 Scholars FYTHREE New Campus	Base on 922 Scholars FYFOUR New Campus	Base on 972 Scholars FYFIVE New Campus
<b>Ordinary Income/Expense</b>						
<b>Income</b>						
<b>3200 · Federal Funds</b>						
<b>CSP</b>						
3225 · Title II		18,000.00	18,360.00	18,727.20	19,101.74	19,483.78
3245 · Title IV		6,000.00	6,120.00	8,239.67	8,239.67	8,404.46
3246 · IDEA		20,277.50	20,277.50	20,277.50	20,277.50	20,277.50
<b>Total 3200 · Federal Funds</b>		<u>44,277.50</u>	<u>44,757.50</u>	<u>47,244.37</u>	<u>47,618.91</u>	<u>48,165.74</u>
<b>3300 · State sources</b>						
3310 · FEFP funding		3,783,638.00	3,913,975.00	4,113,991.00	4,409,225.00	4,688,419.00
3312 · Instructional Materials		65,525.00	67,119.00	69,909.00	73,495.00	77,482.00
3313 · Supplemental Academic Instructi		214,726.00	219,950.00	229,095.00	240,846.00	253,911.00
3314 · Safe Schools		45,065.00	46,161.00	48,080.00	50,546.00	53,288.00
3315 · Discretionary Millage Compressi		293,643.00	300,786.00	313,291.00	329,362.00	347,228.00
3316 · Digital Classroom		2,329.00	2,386.00	2,485.00	2,613.00	2,755.00
3317 · Reading Allocation		35,193.00	35,193.00	37,450.00	39,295.00	41,346.00
3318 · Lottery		-	-	-	-	-
3319 · Mental Health Assistance		34,393.00	35,230.00	36,694.00	38,577.00	40,669.00
3320 · Discretionary Local Effort		211,007.00	215,926.00	224,536.00	235,596.00	247,895.00
3321 · Total Funds Compression Allocat		25,857.00	26,486.00	27,587.00	29,002.00	30,575.00
3354 · Teacher Salary Increase Allocat		148,696.00	152,163.00	158,231.00	166,024.00	174,692.00
3355 · Class Size Reduction		821,691.00	840,487.00	873,380.00	915,672.00	962,663.00
3375 · Misc. state through local		-	-	-	-	-
3397 · Capital outlay funds		-	360,000.00	385,200.00	412,164.00	441,015.48
3398 · Safety Grant		12,000.00	13,800.00	15,870.00	18,250.50	20,988.08
3399 · Teacher lead program		17,107.10	17,402.05	17,697.00	17,402.05	17,991.95
3340 · GEERS		-	-	-	-	-
3341 · EESER		-	-	-	-	-
<b>Total 3300 · State sources</b>		<u>5,562,174.10</u>	<u>6,094,901.05</u>	<u>6,395,265.00</u>	<u>6,812,045.55</u>	<u>7,226,226.51</u>
<b>3400 · Local funds</b>						
3410 · Other income	150,000.00	26,624.00	26,944.00	28,064.00	29,504.00	31,104.00
3431 · Interest income						
<b>Total 3400 · Local funds</b>	<u>150,000.00</u>	<u>26,624.00</u>	<u>26,944.00</u>	<u>28,064.00</u>	<u>29,504.00</u>	<u>31,104.00</u>
<b>1/2 Cent</b>		240,000.00	256,800.00	274,776.00	294,010.32	314,591.04
<b>Total Income</b>	<u>150,000.00</u>	<u>5,873,075.60</u>	<u>6,423,402.55</u>	<u>6,745,349.37</u>	<u>7,183,178.78</u>	<u>7,620,087.29</u>
<b>Gross Profit</b>	150,000.00	5,873,075.60	6,423,402.55	6,745,349.37	7,183,178.78	7,620,087.29
<b>Expense</b>						
<b>100 · Salaries</b>						
110 · Administrator	45,000.00	210,000.00	214,200.00	218,400.00	222,600.00	226,800.00
120 · Classroom teacher		2,392,000.00	2,567,850.00	2,715,100.00	2,815,800.00	2,965,90



## St. Johns Classical Academy Second Campus 100% Enrollment

	Start up Budget Enrollment 0	Base on 822 Scholars FYONE New Campus	Base on 842 Scholars FYTWO New Campus	Base on 877 Scholars FYTHREE New Campus	Base on 922 Scholars FYFOUR New Campus	Base on 972 Scholars FYFIVE New Campus
<b>130 · Other certified</b>						
131 · Covid19 Response team- Certif		-	-	-	-	-
130 · Other certified - Other		315,000.00	323,850.00	330,200.00	382,450.00	420,300.00
<b>Total 130 · Other certified</b>	-	315,000.00	323,850.00	330,200.00	382,450.00	420,300.00
<b>140 · Substitute teacher</b>						
141 · Sub - COVID19 Response Team						
140 · Substitute teacher - Other		75,000.00	75,000.00	75,000.00	75,000.00	75,000.00
<b>Total 140 · Substitute teacher</b>	0.00	75,000.00	75,000.00	75,000.00	75,000.00	75,000.00
<b>160 · Other support personnel</b>						
161 · Other - COVID19 Response Team						
160 · Other support personnel - Other		393,000.00	418,710.00	445,120.00	453,680.00	462,240.00
<b>Total 160 · Other support personnel</b>	0.00	393,000.00	418,710.00	445,120.00	453,680.00	462,240.00
<b>Total 100 · Salaries</b>	45,000.00	3,385,000.00	3,599,610.00	3,783,820.00	3,949,530.00	4,150,240.00
<b>200 · Employee benefits</b>						
<b>220 · Payroll taxes</b>						
221 · COVID19 Response Team		0.00	-	-	-	-
220 · Payroll taxes - Other	3,150.00	236,950.00	253,536.50	271,284.06	290,273.94	310,593.11
<b>Total 220 · Payroll taxes</b>	3,150.00	236,950.00	253,536.50	271,284.06	290,273.94	310,593.11
<b>230 · Health Insurance</b>						
231 · COVID19 Response Team		0.00	-	-	-	-
230 · Health Insurance - Other	900.00	279,675.91	321,627.29	369,871.39	425,352.09	489,154.91
<b>Total 230 · Health Insurance</b>	900.00	279,675.91	321,627.29	369,871.39	425,352.09	489,154.91
232 · Workers Comp expense	0.00	25,472.46	25,981.91	28,580.10	31,438.11	34,581.92
241 · Retirement Expense		0.00	-	-	-	-
250 · Unemployment Compensation	0.00	0.00	-	-	-	-
<b>Total 200 · Employee benefits</b>	4,050.00	542,098.37	601,145.70	669,735.54	747,064.14	834,329.94
<b>300 · Purchased services</b>						
310 · Professional & tech. services	20,000.00	13,000.00	13,260.00	13,525.20	13,795.70	14,071.62
311 · Audit fees	2,000.00	8,000.00	8,160.00	8,323.20	8,489.66	8,659.46
313 · Payroll Fee	5.00	40,000.00	30,600.00	30,600.00	30,600.00	30,600.00
319 · Technology-Prof. & Tech. Serv.		40,000.00	40,800.00	41,616.00	42,448.32	43,297.29
320 · Property & casualty insurance		50,504.19	51,514.27	52,544.56	53,595.45	54,667.36
330 · Travel	500.00	32,500.00	33,150.00	33,813.00	34,489.26	35,179.05
350 · Repairs & maintenance		50,000.00	51,000.00	52,020.00	53,060.40	54,121.61
360 · Rent		16,382.48	16,710.13	17,044.33	17,385.22	17,732.92
361 · Safe school services		15,000.00	3,000.00	3,060.00	3,121.20	3,183.62
365 · Software subscription		11,374.88	11,602.38	11,834.43	12,071.11	12,312.54
370 · Postage			-	-	-	-
379 · Teleph.& Other Data Comm. Serv.		29,078.04	29,659.60	30,252.79	30,857.85	31,475.01





## St. Johns Classical Academy Second Campus 100% Enrollment

	Start up Budget Enrollment 0	Base on 822 Scholars FYONE New Campus	Base on 842 Scholars FYTWO New Campus	Base on 877 Scholars FYTHREE New Campus	Base on 922 Scholars FYFOUR New Campus	Base on 972 Scholars FYFIVE New Campus
380 · Water		15,000.00	15,300.00	15,606.00	15,918.12	16,236.48
390 · Other purchased services		40,000.00	40,800.00	41,616.00	42,448.32	43,297.29
393 · Marketing	3,000.00	3,000.00	-	-	-	-
<b>Total 300 · Purchased services</b>	<b>25,505.00</b>	<b>363,839.59</b>	<b>345,556.38</b>	<b>351,855.51</b>	<b>358,280.62</b>	<b>364,834.23</b>
400 · Energy services						
410 · Natural Gas		700.00	700.00	700.00	700.00	700.00
430 · Electricity	0.00	50,000.00	51,000.00	52,020.00	53,060.40	54,121.61
<b>Total 400 · Energy services</b>	<b>0.00</b>	<b>50,700.00</b>	<b>51,700.00</b>	<b>52,720.00</b>	<b>53,760.40</b>	<b>54,821.61</b>
500 · Materials & supplies						
510 · Supplies						
511 · Supplies - COVID19 Response		0.00	-	-	-	-
510 · Supplies - Other		50,000.00	50,000.00	75,000.00	75,000.00	75,000.00
<b>Total 510 · Supplies</b>	<b>0.00</b>	<b>50,000.00</b>	<b>50,000.00</b>	<b>75,000.00</b>	<b>75,000.00</b>	<b>75,000.00</b>
520 · Textbooks		130,000.00	75,000.00	75,000.00	75,000.00	75,000.00
590 · Other Materials and Supplies	0.00	17,107.10	17,402.05	17,697.00	17,402.05	17,991.95
<b>Total 500 · Materials &amp; supplies</b>	<b>0.00</b>	<b>197,107.10</b>	<b>142,402.05</b>	<b>167,697.00</b>	<b>167,402.05</b>	<b>167,991.95</b>
600 · Capital Outlay						
642 · Noncap. furniture & fixtures		-	-	-	-	-
644 · Non-capitalized computer hardwa	2,500.00	-	-	-	-	-
<b>Total 600 · Capital Outlay</b>	<b>2,500.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
700 · Other expenses						
720 · Interest expense		778,599.96	1,162,599.96	1,162,599.96	1,162,599.96	1,162,599.96
730 · Dues & fees		20,658.00	4,813.40	4,813.40	4,813.40	4,813.40
731 · Issuer's Bond Fee		23,088.00	23,088.00	23,088.00	23,088.00	23,088.00
780 · Depreciation expense		191,975.18	383,950.36	383,950.36	383,950.36	383,950.36
790 · District Admin Fee	-	86,401.51	86,946.01	87,439.13	88,533.80	89,003.64
<b>Total 700 · Other expenses</b>	<b>0.00</b>	<b>1,100,722.65</b>	<b>1,661,397.73</b>	<b>1,661,890.85</b>	<b>1,662,985.52</b>	<b>1,663,455.36</b>
<b>Total Expense</b>	<b>77,055.00</b>	<b>5,639,467.70</b>	<b>6,401,811.86</b>	<b>6,687,718.90</b>	<b>6,939,022.73</b>	<b>7,235,673.09</b>
<b>Net Ordinary Income</b>	<b>72,945.00</b>	<b>233,607.90</b>	<b>21,590.69</b>	<b>57,630.47</b>	<b>244,156.05</b>	<b>384,414.20</b>
<b>Other Income/Expense</b>						
<b>Other Income</b>						
9700 · Internal funds revenue						
<b>Total Other Income</b>						
<b>Other Expense</b>						
9800 · Internal funds expenses						
<b>Total Other Expense</b>						
<b>Net Other Income</b>						
<b>Net Income</b>	<b>72,945.00</b>	<b>233,607.90</b>	<b>21,590.69</b>	<b>57,630.47</b>	<b>244,156.05</b>	<b>384,414.20</b>
<b>Prior Year Cash Balance</b>	<b>-</b>	<b>72,945.00</b>	<b>498,528.08</b>	<b>904,069.12</b>	<b>1,345,649.96</b>	<b>1,973,756.37</b>



## St. Johns Classical Academy Second Campus 100% Enrollment

	Start up Budget Enrollment 0	Base on 822 Scholars FYONE New Campus	Base on 842 Scholars FYTWO New Campus	Base on 877 Scholars FYTHREE New Campus	Base on 922 Scholars FYFOUR New Campus	Base on 972 Scholars FYFIVE New Campus
<b>Ending Cash Balance</b>	72,945.00	425,583.08	405,541.05	441,580.83	628,106.41	768,364.56
<b>Total Cash balance on the Year</b>	\$ 72,945.00	\$ 498,528.08	\$ 904,069.12	\$ 1,345,649.96	\$ 1,973,756.37	\$ 2,742,120.93

- Revenue balance + Depreciation
- Carry forward Cash balance prior year

A inflation of 2% or \$50.00 is added in each year in the base rate per student allocation on revenues. A conservative number was use on all other allocations on revenuebased on the worksheet provided by the FDOE and no inflation rate or increase was added. TSIA was projecteed but was not included the total, base of no much information, if new school should be included or not. Capital outlay was considered only second year on forward to be conservative.

Bond purchases and capital purchases will be included as a capital assets and shows on the Balance Sheet as a Asset.

Products and services was base on the history of the Fleming Island campus, and a percentage of inflation was included

The Salaries is about a 50% of revenues and increases of 2% is added. Base on Fleming island Salaries and averages.

CSP is not considered in this Budget

# Attachment V –

Draft rental agreement  
or lease for facility, if  
applicable

Not Applicable

**10** (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

## Revenue Estimate Worksheet for \_\_\_\_\_ Charter School

Based on the 2021-22 FEFP Second Calculation

School District:

Clay

**1. 2021-22 FEFP State and Local Funding**

Base Student Allocation                      \$4,372.91                      District Cost Differential:    0.9876

Projection for year 1  
2nd Campus

Program	Number of FTE (1)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2021-22 Base Funding (WFTE x BSA x DCD)	
				(5)	(5)
101 Basic K-3	342.00	1.126	385.0920	\$	1,663,091
111 Basic K-3 with ESE Services		1.126	0.0000	\$	-
102 Basic 4-8	330.00	1.000	330.0000	\$	1,425,166
112 Basic 4-8 with ESE Services		1.000	0.0000	\$	-
103 Basic 9-12	120.00	1.010	121.2000	\$	523,425
113 Basic 9-12 with ESE Services		1.010	0.0000	\$	-
254 ESE Level 4 (Grade Level PK-3)		3.648	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.648	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.648	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.340	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.340	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.340	0.0000	\$	-
130 ESOL (Grade Level PK-3)		1.199	0.0000	\$	-
130 ESOL (Grade Level 4-8)		1.199	0.0000	\$	-
130 ESOL (Grade Level 9-12)		1.199	0.0000	\$	-
300 Career Education (Grades 9-12)		1.010	0.0000	\$	-
<b>Totals</b>	792.00		836.2920	\$	3,611,682

there is a average add up of \$  
50.00 per scholar per year

39,600.00

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

\$

3,651,282

Additional FTE (a)	Number of FTE	2021-22 Base Funding (WFTE x BSA x DCD)
Advanced Placement		\$ -
International Baccalaureate		\$ -
Advanced International Certificate		\$ -
Industry Certified Career Education		\$ -
Early High School Graduation		\$ -
Small District ESE Supplement		\$ -
Dual Enrollment		\$ -
<b>Total Additional FTE</b>	<b>0.0000</b>	<b>\$ -</b>
<b>Total Funded Weighted FTE</b>	<b>836.2920</b>	<b>Total Base Funding \$ 3,611,682</b>

Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student
Additional Funding from the ESE		PK-3	251	\$ 982
Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.		PK-3	252	\$ 3,170
		PK-3	253	\$ 6,470
		4-8	251	\$ 1,101
		4-8	252	\$ 3,290
		4-8	253	\$ 6,589
		9-12	251	\$ 784
		9-12	252	\$ 2,972
		9-12	253	\$ 6,272
<b>Total FTE with ESE Services</b>	<b>0.00</b>			<b>Total ESE Guarantee \$ -</b>

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 792.00 ÷ District's Total UFTE: 38,680.46  
= 2.0475%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 836.29 ÷ District's Total WFTE: 42,448.85  
= 1.9701%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>10,104,288</u>	x	2.0475%	\$	<u>206,885</u>
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	<u>13,817,821</u>	x	2.0475%	\$	<u>282,920</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(d)	<u>109,618</u>	x	2.0475%	\$	<u>2,244</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>2,120,585</u>	x	2.0475%	\$	<u>43,419</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>3,083,372</u>	x	2.0475%	\$	<u>63,132</u>
Dual Enrollment Instructional Materials Allocation	(e)					
ESE Applications Allocation:						

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9. Mental Health Assistance Allocation (UFTE share)	(b)	<u>1,618,420</u>	x	2.0475%	\$	<u>33,137</u>
10. Total Funds Compression Allocation (UFTE share)	(b)	<u>1,216,728</u>	x	2.0475%	\$	<u>24,913</u>
11. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	1.9701%	\$	<u>-</u>
12. Reading Allocation (WFTE share)	(c)	<u>1,723,900</u>	x	1.9701%	\$	<u>33,963</u>
13. Discretionary Local Effort (WFTE share)	(c)	<u>10,335,859</u>	x	1.9701%	\$	<u>203,627</u>
14. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	1.9701%	\$	<u>-</u>
15. Teacher Salary Increase Allocation	(f)	<u>7,283,684</u>	x	1.9701%	\$	<u>143,496</u>

16. Class Size Reduction Funds:

Weighted FTE (not including Add-On)	X	DCD	X	Allocation factors	=	
PK - 3	385.0920	0.9876		984.42	=	<u>374,392</u>
4-8	330.0000	0.9876		939.92	=	<u>306,327</u>
9-12	121.2000	0.9876		942.19	=	<u>112,777</u>
Total *	<u>836.2920</u>					<u>Total Class Size Reduction Funds \$ 793,496</u>

(\*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

17. Student Transportation	(g)					
Enter All Adjusted Fundable Riders			x	429	\$	<u>-</u>
Enter All Adjusted ESE Riders			x	1,530	\$	<u>-</u>

18. Federally Connected Student Supplement (h)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
<b>Total</b>				<b>\$ -</b>

19. Florida Teachers Classroom Supply Assistance Program	(i)			
20. Food Service Allocation	(j)			
				<b>Total \$ 5,442,914</b>

5,482,514.00

21. Funding for the purpose of calculating the administrative fee for ESE charter schools.	(k)		
If you have more than a 75% ESE student population, please place a 1 in the following box:		\$	<u>-</u>

NOTES:

- (a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation, the small district ESE Supplement and Dual Enrollment pursuant to s. 1011.62(1)(i-p), F.S.
- (b) District allocations multiplied by percentage from item 3A.
- (c) District allocations multiplied by percentage from item 3B.
- (d) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S.
- (e) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(1)(i), F.S.
- (f) This allocation will be frozen as of the 2021-22 FEFP Second Calculation and will not be recalculated throughout the year. Charter school allocations should be distributed on weighted FTE (or base funding as is done in the FEFP) and should not be recalculated with fluctuations in student enrollment later in the year.
- (g) 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.
- (h) 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.
- (i) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.
- (j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

**Administrative fees:**

*Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%. For charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.*

*For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.*

**Other:**

*FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.*

*Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.*



**10** (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

## Revenue Estimate Worksheet for \_\_\_\_\_ Charter School

Based on the 2021-22 FEFP Second Calculation

School District: **Clay**

**1. 2021-22 FEFP State and Local Funding**

Base Student Allocation \$4,372.91 District Cost Differential: 0.9876

Projection for year 2  
2nd Campus

Program	Number of FTE (1)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2021-22 Base Funding (WFTE x BSA x DCD)	
				(5)	(5)
101 Basic K-3	342.00	1.126	385.0920	\$	1,663,091
111 Basic K-3 with ESE Services		1.126	0.0000	\$	-
102 Basic 4-8	330.00	1.000	330.0000	\$	1,425,166
112 Basic 4-8 with ESE Services		1.000	0.0000	\$	-
103 Basic 9-12	140.00	1.010	141.4000	\$	610,662
113 Basic 9-12 with ESE Services		1.010	0.0000	\$	-
254 ESE Level 4 (Grade Level PK-3)		3.648	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.648	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.648	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.340	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.340	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.340	0.0000	\$	-
130 ESOL (Grade Level PK-3)		1.199	0.0000	\$	-
130 ESOL (Grade Level 4-8)		1.199	0.0000	\$	-
130 ESOL (Grade Level 9-12)		1.199	0.0000	\$	-
300 Career Education (Grades 9-12)		1.010	0.0000	\$	-
<b>Totals</b>	<b>812.00</b>		<b>856.4920</b>	<b>\$</b>	<b>3,698,919</b>

there is a average add up of \$  
50.00 per scholar per year  
81,200.00

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

**3,780,119.00**

Additional FTE (a)	Number of FTE	2021-22 Base Funding (WFTE x BSA x DCD)	
Advanced Placement		\$	-
International Baccalaureate		\$	-
Advanced International Certificate		\$	-
Industry Certified Career Education		\$	-
Early High School Graduation		\$	-
Small District ESE Supplement		\$	-
Dual Enrollment		\$	-
<b>Total Additional FTE</b>	<b>0.0000</b>	<b>Additional Base Funds</b>	<b>\$ -</b>
<b>Total Funded Weighted FTE</b>	<b>856.4920</b>	<b>Total Base Funding</b>	<b>\$ 3,698,919</b>

Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE		PK-3	251	\$ 982	\$ -
Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.		PK-3	252	\$ 3,170	\$ -
		PK-3	253	\$ 6,470	\$ -
		4-8	251	\$ 1,101	\$ -
		4-8	252	\$ 3,290	\$ -
		4-8	253	\$ 6,589	\$ -
		9-12	251	\$ 784	\$ -
		9-12	252	\$ 2,972	\$ -
		9-12	253	\$ 6,272	\$ -
<b>Total FTE with ESE Services</b>	<b>0.00</b>			<b>Total ESE Guarantee</b>	<b>\$ -</b>

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 812.00 ÷ District's Total UFTE: 38,680.46  
= 2.0993%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 856.49 ÷ District's Total WFTE: 42,448.85  
= 2.0177%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>10,104,288</u>	x	2.0993%	\$	<u>212,119</u>
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	<u>13,817,821</u>	x	2.0993%	\$	<u>290,078</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(d)	<u>109,618</u>	x	2.0993%	\$	<u>2,301</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>2,120,585</u>	x	2.0993%	\$	<u>44,517</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>3,083,372</u>	x	2.0993%	\$	<u>64,729</u>
Dual Enrollment Instructional Materials Allocation	(e)					
ESE Applications Allocation:						

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9. Mental Health Assistance Allocation (UFTE share)	(b)	<u>1,618,420</u>	x	2.0993%	\$	<u>33,975</u>
10. Total Funds Compression Allocation (UFTE share)	(b)	<u>1,216,728</u>	x	2.0993%	\$	<u>25,543</u>
11. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	2.0177%	\$	<u>-</u>
12. Reading Allocation (WFTE share)	(c)	<u>1,723,900</u>	x	2.0177%	\$	<u>34,783</u>
13. Discretionary Local Effort (WFTE share)	(c)	<u>10,335,859</u>	x	2.0177%	\$	<u>208,547</u>
14. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	2.0177%	\$	<u>-</u>
15. Teacher Salary Increase Allocation	(f)	<u>7,283,684</u>	x	2.0177%	\$	<u>146,963</u>

16. Class Size Reduction Funds:

Weighted FTE (not including Add-On)	X	DCD	X	Allocation factors	=	
PK - 3	385.0920	0.9876		984.42	=	<u>374,392</u>
4-8	330.0000	0.9876		939.92	=	<u>306,327</u>
9-12	141.4000	0.9876		942.19	=	<u>131,574</u>
<b>Total *</b>	<b>856.4920</b>			<b>Total Class Size Reduction Funds</b>	<b>\$</b>	<b>812,293</b>

(\*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

17. Student Transportation	(g)					
Enter All Adjusted Fundable Riders			x	429	\$	-
Enter All Adjusted ESE Riders			x	1,530	\$	-

18. Federally Connected Student Supplement (h)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
<b>Total</b>				<b>\$ -</b>

there is a average add up of \$ 50.00 per scholar per year

19. Florida Teachers Classroom Supply Assistance Program	(i)					
20. Food Service Allocation	(j)					81,200.00
				<b>Total</b>	<b>\$</b>	<b>5,574,767</b>
					<b>\$</b>	<b>5,655,967.00</b>

21. Funding for the purpose of calculating the administrative fee for ESE charter schools.	(k)					
If you have more than a 75% ESE student population, please place a 1 in the following box:					\$	-

NOTES:

- (a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation, the small district ESE Supplement and Dual Enrollment pursuant to s. 1011.62(1)(i-p), F.S.
- (b) District allocations multiplied by percentage from item 3A.
- (c) District allocations multiplied by percentage from item 3B.
- (d) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S.
- (e) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(1)(i), F.S.
- (f) This allocation will be frozen as of the 2021-22 FEFP Second Calculation and will not be recalculated throughout the year. Charter school allocations should be distributed on weighted FTE (or base funding as is done in the FEFP) and should not be recalculated with fluctuations in student enrollment later in the year.
- (g) 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.
- (h) 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.
- (i) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.
- (j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

**Administrative fees:**

*Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%. For charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.*

*For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.*

**Other:**

*FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.*

*Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.*

**10** (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

## Revenue Estimate Worksheet for \_\_\_\_\_ Charter School

Based on the 2021-22 FEFP Second Calculation

School District:

Clay

**1. 2021-22 FEFP State and Local Funding**

Base Student Allocation                      \$4,372.91                      District Cost Differential:    0.9876

Projection for year 3  
2nd Campus

Program	Number of FTE (1)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2021-22 Base Funding (WFTE x BSA x DCD)	
					(5)
101 Basic K-3	342.00	1.126	385.0920	\$	1,663,091
111 Basic K-3 with ESE Services		1.126	0.0000	\$	-
102 Basic 4-8	330.00	1.000	330.0000	\$	1,425,166
112 Basic 4-8 with ESE Services		1.000	0.0000	\$	-
103 Basic 9-12	160.00	1.010	161.6000	\$	697,900
113 Basic 9-12 with ESE Services		1.010	0.0000	\$	-
254 ESE Level 4 (Grade Level PK-3)		3.648	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.648	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.648	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.340	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.340	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.340	0.0000	\$	-
130 ESOL (Grade Level PK-3)		1.199	0.0000	\$	-
130 ESOL (Grade Level 4-8)		1.199	0.0000	\$	-
130 ESOL (Grade Level 9-12)		1.199	0.0000	\$	-
300 Career Education (Grades 9-12)		1.010	0.0000	\$	-
<b>Totals</b>	<b>832.00</b>		<b>876.6920</b>	<b>\$</b>	<b>3,786,157</b>

there is a average add up of \$  
50.00 per scholar per year

124,800.00

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

\$

124,800.00

Additional FTE (a)	Number of FTE	2021-22 Base Funding (WFTE x BSA x DCD)	
Advanced Placement		\$	-
International Baccalaureate		\$	-
Advanced International Certificate		\$	-
Industry Certified Career Education		\$	-
Early High School Graduation		\$	-
Small District ESE Supplement		\$	-
Dual Enrollment		\$	-
<b>Total Additional FTE</b>	<b>0.0000</b>	<b>Additional Base Funds</b>	<b>\$ -</b>
<b>Total Funded Weighted FTE</b>	<b>876.6920</b>	<b>Total Base Funding</b>	<b>\$ 3,786,157</b>

Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE		PK-3	251	\$ 982	\$ -
Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.		PK-3	252	\$ 3,170	\$ -
		PK-3	253	\$ 6,470	\$ -
		4-8	251	\$ 1,101	\$ -
		4-8	252	\$ 3,290	\$ -
		4-8	253	\$ 6,589	\$ -
		9-12	251	\$ 784	\$ -
		9-12	252	\$ 2,972	\$ -
		9-12	253	\$ 6,272	\$ -
<b>Total FTE with ESE Services</b>	<b>0.00</b>			<b>Total ESE Guarantee</b>	<b>\$ -</b>

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 832.00 ÷ District's Total UFTE: 38,680.46  
= 2.1510%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 876.69 ÷ District's Total WFTE: 42,448.85  
= 2.0653%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>10,104,288</u>	x	2.1510%	\$	<u>217,343</u>
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	<u>13,817,821</u>	x	2.1510%	\$	<u>297,221</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(d)	<u>109,618</u>	x	2.1510%	\$	<u>2,358</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>2,120,585</u>	x	2.1510%	\$	<u>45,614</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>3,083,372</u>	x	2.1510%	\$	<u>66,323</u>
Dual Enrollment Instructional Materials Allocation	(e)					
ESE Applications Allocation:						

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9. Mental Health Assistance Allocation (UFTE share)	(b)	<u>1,618,420</u>	x	2.1510%	\$	<u>34,812</u>
10. Total Funds Compression Allocation (UFTE share)	(b)	<u>1,216,728</u>	x	2.1510%	\$	<u>26,172</u>
11. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	2.0653%	\$	<u>-</u>
12. Reading Allocation (WFTE share)	(c)	<u>1,723,900</u>	x	2.0653%	\$	<u>35,604</u>
13. Discretionary Local Effort (WFTE share)	(c)	<u>10,335,859</u>	x	2.0653%	\$	<u>213,466</u>
14. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	2.0653%	\$	<u>-</u>
15. Teacher Salary Increase Allocation	(f)	<u>7,283,684</u>	x	2.0653%	\$	<u>150,430</u>

16. Class Size Reduction Funds:

Weighted FTE (not including Add-On)	X	DCD	X	Allocation factors	=	
PK - 3	385.0920	0.9876		984.42	=	<u>374,392</u>
4-8	330.0000	0.9876		939.92	=	<u>306,327</u>
9-12	161.6000	0.9876		942.19	=	<u>150,370</u>
<b>Total *</b>	<b>876.6920</b>			<b>Total Class Size Reduction Funds</b>	<b>\$</b>	<b>831,089</b>

(\*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

17. Student Transportation	(g)					
Enter All Adjusted Fundable Riders			x	429	\$	-
Enter All Adjusted ESE Riders			x	1,530	\$	-

18. Federally Connected Student Supplement (h)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
<b>Total</b>				<b>\$ -</b>

there is a average add up of \$ 50.00 per scholar per year

19. Florida Teachers Classroom Supply Assistance Program	(i)					
20. Food Service Allocation	(j)					124,800.00
<b>Total</b>				<b>\$ 5,706,589</b>	<b>\$</b>	<b>5,831,389.00</b>

21. Funding for the purpose of calculating the administrative fee for ESE charter schools.	(k)					
If you have more than a 75% ESE student population, please place a 1 in the following box:				\$		-

NOTES:

- (a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation, the small district ESE Supplement and Dual Enrollment pursuant to s. 1011.62(1)(i-p), F.S.
- (b) District allocations multiplied by percentage from item 3A.
- (c) District allocations multiplied by percentage from item 3B.
- (d) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S.
- (e) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(1)(i), F.S.
- (f) This allocation will be frozen as of the 2021-22 FEFP Second Calculation and will not be recalculated throughout the year. Charter school allocations should be distributed on weighted FTE (or base funding as is done in the FEFP) and should not be recalculated with fluctuations in student enrollment later in the year.
- (g) 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.
- (h) 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.
- (i) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.
- (j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

**Administrative fees:**

*Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%. For charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.*

*For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.*

**Other:**

*FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.*

*Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.*



**10** (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

## Revenue Estimate Worksheet for \_\_\_\_\_ Charter School

Based on the 2021-22 FEFP Second Calculation

School District: **Clay**

**1. 2021-22 FEFP State and Local Funding**

Base Student Allocation \$4,372.91 District Cost Differential: 0.9876

Projection for year 4  
2nd Campus

Program	Number of FTE (1)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2021-22 Base Funding (WFTE x BSA x DCD)	
				(5)	(5)
101 Basic K-3	342.00	1.126	385.0920	\$	1,663,091
111 Basic K-3 with ESE Services		1.126	0.0000	\$	-
102 Basic 4-8	330.00	1.000	330.0000	\$	1,425,166
112 Basic 4-8 with ESE Services		1.000	0.0000	\$	-
103 Basic 9-12	180.00	1.010	181.8000	\$	785,137
113 Basic 9-12 with ESE Services		1.010	0.0000	\$	-
254 ESE Level 4 (Grade Level PK-3)		3.648	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.648	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.648	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.340	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.340	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.340	0.0000	\$	-
130 ESOL (Grade Level PK-3)		1.199	0.0000	\$	-
130 ESOL (Grade Level 4-8)		1.199	0.0000	\$	-
130 ESOL (Grade Level 9-12)		1.199	0.0000	\$	-
300 Career Education (Grades 9-12)		1.010	0.0000	\$	-
<b>Totals</b>	<b>852.00</b>		<b>896.8920</b>	<b>\$</b>	<b>3,873,394</b>

there is a average add up of \$  
50.00 per scholar per year

213,000.00

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE		2021-22 Base Funding (WFTE x BSA x DCD)	
Advanced Placement			\$	-
International Baccalaureate			\$	-
Advanced International Certificate			\$	-
Industry Certified Career Education			\$	-
Early High School Graduation			\$	-
Small District ESE Supplement			\$	-
Dual Enrollment			\$	-
<b>Total Additional FTE</b>	<b>0.0000</b>	<b>Additional Base Funds</b>	<b>\$</b>	<b>-</b>
<b>Total Funded Weighted FTE</b>	<b>896.8920</b>	<b>Total Base Funding</b>	<b>\$</b>	<b>3,873,394</b>

Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student		
		PK-3	251	\$ 982	\$	-
		PK-3	252	\$ 3,170	\$	-
		PK-3	253	\$ 6,470	\$	-
		4-8	251	\$ 1,101	\$	-
		4-8	252	\$ 3,290	\$	-
		4-8	253	\$ 6,589	\$	-
		9-12	251	\$ 784	\$	-
		9-12	252	\$ 2,972	\$	-
		9-12	253	\$ 6,272	\$	-
<b>Total FTE with ESE Services</b>	<b>0.00</b>			<b>Total ESE Guarantee</b>	<b>\$</b>	<b>-</b>

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 852.00 ÷ District's Total UFTE: 38,680.46  
= 2.2027%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 896.89 ÷ District's Total WFTE: 42,448.85  
= 2.1129%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>10,104,288</u>	x	2.2027%	\$	<u>222,567</u>
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	<u>13,817,821</u>	x	2.2027%	\$	<u>304,365</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(d)	<u>109,618</u>	x	2.2027%	\$	<u>2,415</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>2,120,585</u>	x	2.2027%	\$	<u>46,710</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>3,083,372</u>	x	2.2027%	\$	<u>67,917</u>
Dual Enrollment Instructional Materials Allocation	(e)					
ESE Applications Allocation:						

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9. Mental Health Assistance Allocation (UFTE share)	(b)	<u>1,618,420</u>	x	2.2027%	\$	<u>35,649</u>
10. Total Funds Compression Allocation (UFTE share)	(b)	<u>1,216,728</u>	x	2.2027%	\$	<u>26,801</u>
11. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	2.1129%	\$	<u>-</u>
12. Reading Allocation (WFTE share)	(c)	<u>1,723,900</u>	x	2.1129%	\$	<u>36,424</u>
13. Discretionary Local Effort (WFTE share)	(c)	<u>10,335,859</u>	x	2.1129%	\$	<u>218,386</u>
14. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	2.1129%	\$	<u>-</u>
15. Teacher Salary Increase Allocation	(f)	<u>7,283,684</u>	x	2.1129%	\$	<u>153,897</u>

16. Class Size Reduction Funds:

Weighted FTE (not including Add-On)	X	DCD	X	Allocation factors	=	
PK - 3	385.0920	0.9876		984.42	=	<u>374,392</u>
4-8	330.0000	0.9876		939.92	=	<u>306,327</u>
9-12	181.8000	0.9876		942.19	=	<u>169,166</u>
<b>Total *</b>	<b>896.8920</b>					<b>Total Class Size Reduction Funds \$ <u>849,885</u></b>

(\*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

17. Student Transportation	(g)					
Enter All Adjusted Fundable Riders			x	429	\$	-
Enter All Adjusted ESE Riders			x	1,530	\$	-

18. Federally Connected Student Supplement (h)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
<b>Total</b>				<b>\$ -</b>

there is a average add up of \$ 50.00 per scholar per year

19. Florida Teachers Classroom Supply Assistance Program	(i)					
20. Food Service Allocation	(j)					213,000.00
				<b>Total</b>	<b>\$</b>	<b>5,838,410</b>
					<b>\$</b>	<b>6,051,410.00</b>

21. Funding for the purpose of calculating the administrative fee for ESE charter schools.	(k)					
If you have more than a 75% ESE student population, please place a 1 in the following box:					\$	-

NOTES:

- (a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation, the small district ESE Supplement and Dual Enrollment pursuant to s. 1011.62(1)(i-p), F.S.
- (b) District allocations multiplied by percentage from item 3A.
- (c) District allocations multiplied by percentage from item 3B.
- (d) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S.
- (e) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(1)(i), F.S.
- (f) This allocation will be frozen as of the 2021-22 FEFP Second Calculation and will not be recalculated throughout the year. Charter school allocations should be distributed on weighted FTE (or base funding as is done in the FEFP) and should not be recalculated with fluctuations in student enrollment later in the year.
- (g) 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.
- (h) 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.
- (i) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.
- (j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

**(k) Consistent with s. 1002.33(20)(a), 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.**

**10** (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

## Revenue Estimate Worksheet for \_\_\_\_\_ Charter School

Based on the 2021-22 FEFP Second Calculation

School District: **Clay**

**1. 2021-22 FEFP State and Local Funding**

Base Student Allocation \$4,372.91 District Cost Differential: 0.9876

Projection for year 5  
2nd Campus

Program	Number of FTE (1)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2021-22 Base Funding (WFTE x BSA x DCD)	
				(5)	(5)
101 Basic K-3	342.00	1.126	385.0920	\$	1,663,091
111 Basic K-3 with ESE Services		1.126	0.0000	\$	-
102 Basic 4-8	330.00	1.000	330.0000	\$	1,425,166
112 Basic 4-8 with ESE Services		1.000	0.0000	\$	-
103 Basic 9-12	200.00	1.010	202.0000	\$	872,375
113 Basic 9-12 with ESE Services		1.010	0.0000	\$	-
254 ESE Level 4 (Grade Level PK-3)		3.648	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.648	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.648	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.340	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.340	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.340	0.0000	\$	-
130 ESOL (Grade Level PK-3)		1.199	0.0000	\$	-
130 ESOL (Grade Level 4-8)		1.199	0.0000	\$	-
130 ESOL (Grade Level 9-12)		1.199	0.0000	\$	-
300 Career Education (Grades 9-12)		1.010	0.0000	\$	-
<b>Totals</b>	872.00		917.0920	\$	3,960,632

there is a average add up of \$  
50.00 per scholar per year  
261,600.00

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE		2021-22 Base Funding (WFTE x BSA x DCD)	
Advanced Placement			\$	-
International Baccalaureate			\$	-
Advanced International Certificate			\$	-
Industry Certified Career Education			\$	-
Early High School Graduation			\$	-
Small District ESE Supplement			\$	-
Dual Enrollment			\$	-
<b>Total Additional FTE</b>	<b>0.0000</b>	<b>Additional Base Funds</b>	<b>\$</b>	<b>-</b>
<b>Total Funded Weighted FTE</b>	<b>917.0920</b>	<b>Total Base Funding</b>	<b>\$</b>	<b>3,960,632</b>

Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student
Additional Funding from the ESE		PK-3	251	\$ 982 \$ -
Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level.		PK-3	252	\$ 3,170 \$ -
Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.		PK-3	253	\$ 6,470 \$ -
		4-8	251	\$ 1,101 \$ -
		4-8	252	\$ 3,290 \$ -
		4-8	253	\$ 6,589 \$ -
		9-12	251	\$ 784 \$ -
		9-12	252	\$ 2,972 \$ -
		9-12	253	\$ 6,272 \$ -
<b>Total FTE with ESE Services</b>	<b>0.00</b>			<b>Total ESE Guarantee</b> \$ -

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 872.00 ÷ District's Total UFTE: 38,680.46  
= 2.2544%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 917.09 ÷ District's Total WFTE: 42,448.85  
= 2.1605%

4. Supplemental Academic Instruction (UFTE share)	(b)	10,104,288	x	2.2544%	\$	227,791
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	13,817,821	x	2.2544%	\$	311,509
6. Digital Classrooms Allocation (UFTE share)	(b)(d)	109,618	x	2.2544%	\$	2,471
7. Safe Schools Allocation (UFTE share)	(b)	2,120,585	x	2.2544%	\$	47,806
8. Instructional Materials Allocation (UFTE share)	(b)	3,083,372	x	2.2544%	\$	69,512
Dual Enrollment Instructional Materials Allocation	(e)					
ESE Applications Allocation:						

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9. Mental Health Assistance Allocation (UFTE share)	(b)	1,618,420	x	2.2544%	\$	36,486
10. Total Funds Compression Allocation (UFTE share)	(b)	1,216,728	x	2.2544%	\$	27,430
11. Sparsity Supplement (WFTE share)	(c)	0	x	2.1605%	\$	-
12. Reading Allocation (WFTE share)	(c)	1,723,900	x	2.1605%	\$	37,245
13. Discretionary Local Effort (WFTE share)	(c)	10,335,859	x	2.1605%	\$	223,306
14. Proration to Funds Available (WFTE share)	(c)	0	x	2.1605%	\$	-
15. Teacher Salary Increase Allocation	(f)	7,283,684	x	2.1605%	\$	157,364

16. Class Size Reduction Funds:

Weighted FTE (not including Add-On)	X	DCD	X	Allocation factors	=	
PK - 3	385.0920	0.9876		984.42	=	374,392
4-8	330.0000	0.9876		939.92	=	306,327
9-12	202.0000	0.9876		942.19	=	187,962
<b>Total *</b>	<b>917.0920</b>					<b>Total Class Size Reduction Funds \$ 868,681</b>

(\*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

17. Student Transportation	(g)					
Enter All Adjusted Fundable Riders			x	429	\$	-
Enter All Adjusted ESE Riders			x	1,530	\$	-

18. Federally Connected Student Supplement (h)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
<b>Total</b>				<b>\$ -</b>

there is a average add up of \$ 50.00 per scholar per year

19. Florida Teachers Classroom Supply Assistance Program	(i)					
20. Food Service Allocation	(j)					261,600.00
				<b>Total</b>	<b>\$ 5,970,233</b>	<b>\$ 6,231,833.00</b>

21. Funding for the purpose of calculating the administrative fee for ESE charter schools.	(k)					
If you have more than a 75% ESE student population, please place a 1 in the following box:					\$	-

NOTES:

- (a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation, the small district ESE Supplement and Dual Enrollment pursuant to s. 1011.62(1)(i-p), F.S.
- (b) District allocations multiplied by percentage from item 3A.
- (c) District allocations multiplied by percentage from item 3B.
- (d) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S.
- (e) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(1)(i), F.S.
- (f) This allocation will be frozen as of the 2021-22 FEFP Second Calculation and will not be recalculated throughout the year. Charter school allocations should be distributed on weighted FTE (or base funding as is done in the FEFP) and should not be recalculated with fluctuations in student enrollment later in the year.
- (g) 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.
- (h) 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.
- (i) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.
- (j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

**Administrative fees:**

*Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%. For charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.*

*For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.*

**Other:**

*FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.*

*Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.*





## St. Johns Classical Academy Second Campus

	Start up Budget Enrollment 0	Base on 792 Scholars FYONE New Campus	Base on 812 Scholars FYTWO New Campus	Base on 832 Scholars FYTHREE New Campus	Base on 852 Scholars FYFOUR New Campus	Base on 872 Scholars FYFIVE New Campus
<b>CSP</b>						
3225 · Title II		18,000.00	18,360.00	18,727.20	19,101.74	19,483.78
3245 · Title IV		6,000.00	6,120.00	8,239.67	8,239.67	8,404.46
3246 · IDEA		20,277.50	20,277.50	20,277.50	20,277.50	20,277.50
<b>Total 3200 · Federal Funds</b>		<b>44,277.50</b>	<b>44,757.50</b>	<b>47,244.37</b>	<b>47,618.91</b>	<b>48,165.74</b>
<b>3300 · State sources</b>						
3310 · FEFP funding		3,651,282.00	3,780,119.00	3,910,957.00	4,086,394.00	4,222,232.00
3312 · Instructional Materials		63,132.00	64,729.00	66,323.00	67,917.00	69,512.00
3313 · Supplemental Academic Instructi		206,885.00	212,119.00	217,343.00	222,567.00	227,791.00
3314 · Safe Schools		43,419.00	44,517.00	45,614.00	46,710.00	47,806.00
3315 · Discretionary Millage Compressi		282,920.00	290,078.00	297,221.00	304,365.00	311,509.00
3316 · Digital Classroom		2,244.00	2,301.00	2,358.00	2,415.00	2,471.00
3317 · Reading Allocation		33,963.00	34,783.00	35,604.00	36,424.00	37,245.00
3318 · Lottery						
3319 · Mental Health Assistance		33,137.00	33,975.00	34,812.00	35,649.00	36,486.00
3320 · Discretionary Local Effort		203,627.00	208,547.00	213,466.00	218,386.00	223,306.00
3321 · Total Funds Compression Allocat		24,913.00	25,543.00	26,172.00	26,801.00	27,430.00
3354 · Teacher Salary Increase Allocat		143,496.00	146,963.00	150,430.00	153,897.00	157,364.00
3355 · Class Size Reduction		793,496.00	812,293.00	831,430.00	849,885.00	868,681.00
3375 · Misc. state through local		-	-	-	-	-
3397 · Capital outlay funds		-	360,000.00	385,200.00	412,164.00	441,015.48
3398 · Safety Grant		10,000.00	11,000.00	12,100.00	13,310.00	14,641.00
3399 · Teacher lead program		16,222.25	16,812.15	17,697.00	17,402.05	17,991.95
3340 · GEERS		-	-	-	-	-
3341 · EESER		-	-	-	-	-
<b>Total 3300 · State sources</b>		<b>5,365,240.25</b>	<b>5,896,816.15</b>	<b>6,096,297.00</b>	<b>6,340,389.05</b>	<b>6,548,117.43</b>
<b>3400 · Local funds</b>						
3410 · Other income	150,000.00	25,344.00	25,984.00	26,624.00	27,264.00	27,904.00
3431 · Interest income						
<b>Total 3400 · Local funds</b>	<b>150,000.00</b>	<b>25,344.00</b>	<b>25,984.00</b>	<b>26,624.00</b>	<b>27,264.00</b>	<b>27,904.00</b>
<b>1/2 Cent</b>		<b>200,000.00</b>	<b>214,000.00</b>	<b>228,980.00</b>	<b>245,008.60</b>	<b>262,159.20</b>
<b>Total Income</b>	<b>150,000.00</b>	<b>5,634,861.75</b>	<b>6,181,557.65</b>	<b>6,399,145.37</b>	<b>6,660,280.56</b>	<b>6,886,346.37</b>
<b>Gross Profit</b>	<b>150,000.00</b>	<b>5,634,861.75</b>	<b>6,181,557.65</b>	<b>6,399,145.37</b>	<b>6,660,280.56</b>	<b>6,886,346.37</b>
<b>Expense</b>						
<b>100 · Salaries</b>						
110 · Administrator	45,000.00	210,000.00	214,200.00	218,400.00	222,600.00	226,800.00
120 · Classroom teacher		2,392,000.00	2,519,400.00	2,617,250.00	2,764,500.00	2,865,200.00
130 · Other certified						
131 · Covid19 Response team- Certif		-	-	-	-	-
130 · Other certified - Other		240,000.00	272,850.00	278,200.00	329,450.00	366,300.00



## St. Johns Classical Academy Second Campus

	Start up Budget Enrollment 0	Base on 792 Scholars FYONE New Campus	Base on 812 Scholars FYTWO New Campus	Base on 832 Scholars FYTHREE New Campus	Base on 852 Scholars FYFOUR New Campus	Base on 872 Scholars FYFIVE New Campus
Total 130 · Other certified	-	240,000.00	272,850.00	278,200.00	329,450.00	366,300.00
140 · Substitute teacher						
141 · Sub - COVID19 Response Team						
140 · Substitute teacher - Other		50,000.00	65,000.00	70,000.00	75,000.00	75,000.00
Total 140 · Substitute teacher	0.00	50,000.00	65,000.00	70,000.00	75,000.00	75,000.00
160 · Other support personnel						
161 · Other - COVID19 Response Team		-	-	-	-	-
160 · Other support personnel - Other		393,000.00	418,710.00	452,980.00	453,680.00	462,240.00
Total 160 · Other support personnel	0.00	393,000.00	418,710.00	452,980.00	453,680.00	462,240.00
Total 100 · Salaries	45,000.00	3,285,000.00	3,490,160.00	3,636,830.00	3,845,230.00	3,995,540.00
200 · Employee benefits						
220 · Payroll taxes						
221 · COVID19 Response Team		0.00	-	-	-	-
220 · Payroll taxes - Other	3,150.00	229,950.00	244,311.20	254,578.10	272,398.57	291,466.47
Total 220 · Payroll taxes	3,150.00	229,950.00	244,311.20	254,578.10	272,398.57	291,466.47
230 · Health Insurance						
231 · COVID19 Response Team		0.00	-	-	-	-
230 · Health Insurance - Other	900.00	233,100.00	256,410.00	282,051.00	310,256.10	341,281.71
Total 230 · Health Insurance	900.00	233,100.00	256,410.00	282,051.00	310,256.10	341,281.71
232 · Workers Comp expense	0.00	24,973.00	25,472.46	28,019.71	30,821.68	33,903.84
241 · Retirement Expense		0.00	-	-	-	-
250 · Unemployment Compensation	0.00	0.00	-	-	-	-
Total 200 · Employee benefits	4,050.00	488,023.00	526,193.66	564,648.81	613,476.34	666,652.02
300 · Purchased services						
310 · Professional & tech. services	20,000.00	13,000.00	13,260.00	13,525.20	13,795.70	14,071.62
311 · Audit fees	2,000.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00
313 · Payroll Fee	5.00	40,000.00	30,600.00	30,600.00	30,600.00	30,600.00
319 · Technology-Prof. & Tech. Serv.		40,000.00	40,800.00	41,616.00	42,448.32	43,297.29
320 · Property & casualty insurance		50,504.19	51,514.27	52,544.56	53,595.45	54,667.36
330 · Travel	500.00	32,500.00	33,150.00	33,813.00	34,489.26	35,179.05
350 · Repairs & maintenance		50,000.00	51,000.00	52,020.00	53,060.40	54,121.61
360 · Rent		16,382.48	16,710.13	17,044.33	17,385.22	17,732.92
361 · Safe school services		15,000.00	3,000.00	3,060.00	3,121.20	3,183.62
365 · Software subscription		11,374.88	11,602.38	11,834.43	12,071.11	12,312.54
370 · Postage		-	-	-	-	-
379 · Teleph. & Other Data Comm. Serv.		29,078.04	29,659.60	30,252.79	30,857.85	31,475.01
380 · Water		15,000.00	15,300.00	15,606.00	15,918.12	16,236.48
390 · Other purchased services		40,000.00	40,800.00	41,616.00	42,448.32	43,297.29
393 · Marketing	3,000.00	3,000.00	-	-	-	-
Total 300 · Purchased services	25,505.00	363,839.59	345,396.38	351,532.31	357,790.95	364,174.77
400 · Energy services						
410 · Natural Gas		700.00	700.00	700.00	700.00	700.00
430 · Electricity	0.00	50,000.00	51,000.00	52,020.00	53,060.40	54,121.61



## St. Johns Classical Academy Second Campus

	Start up Budget Enrollment 0	Base on 792 Scholars FYONE New Campus	Base on 812 Scholars FYTWO New Campus	Base on 832 Scholars FYTHREE New Campus	Base on 852 Scholars FYFOUR New Campus	Base on 872 Scholars FYFIVE New Campus
Total 400 · Energy services	0.00	50,700.00	51,700.00	52,720.00	53,760.40	54,821.61
500 · Materials & supplies						
510 · Supplies						
511 · Supplies - COVID19 Response		0.00	-	-	-	-
510 · Supplies - Other		50,000.00	50,000.00	50,000.00	50,000.00	50,000.00
Total 510 · Supplies	0.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00
520 · Textbooks		130,000.00	75,000.00	75,000.00	75,000.00	75,000.00
590 · Other Materials and Supplies	0.00	16,222.25	16,812.15	17,697.00	17,402.05	17,991.95
Total 500 · Materials & supplies	0.00	196,222.25	141,812.15	142,697.00	142,402.05	142,991.95
600 · Capital Outlay						
642 · Noncap. furniture & fixtures		-	-	-	-	-
644 · Non-capitalized computer hardwa	2,500.00	-	-	-	-	-
Total 600 · Capital Outlay	2,500.00	-	-	-	-	-
700 · Other expenses						
720 · Interest expense		778,599.96	1,162,599.96	1,162,599.96	1,162,599.96	1,162,599.96
730 · Dues & fees		4,813.40	4,813.40	4,813.40	4,813.40	4,813.40
731 · Issuer's Bond Fee		23,088.00	23,088.00	23,088.00	23,088.00	23,088.00
780 · Depreciation expense		191,975.18	383,950.36	383,950.36	383,950.36	383,950.36
790 · District Admin Fee	-	86,529.58	87,068.46	87,611.01	90,916.62	93,627.30
Total 700 · Other expenses	0.00	1,085,006.12	1,661,520.18	1,662,062.73	1,665,368.34	1,668,079.02
Total Expense	77,055.00	5,468,790.96	6,216,782.37	6,410,490.84	6,678,028.09	6,892,259.37
Net Ordinary Income	72,945.00	166,070.79	(35,224.72)	(11,345.47)	(17,747.52)	(5,913.00)
Other Income/Expense						
Other Income		-	-	-	-	-
9700 · Internal funds revenue						
Total Other Income						
Other Expense						
9800 · Internal funds expenses						
Total Other Expense						
Net Other Income						
Net Income	72,945.00	166,070.79	(35,224.72)	(11,345.47)	(17,747.52)	(5,913.00)
Prior Year Cash Balance	-	72,945.00	430,990.97	779,716.61	1,152,321.50	1,518,524.33
Ending Cash Balance	72,945.00	358,045.97	348,725.64	372,604.89	366,202.84	378,037.36
Total Cash balance on the Year	\$ 72,945.00	\$ 430,990.97	\$ 779,716.61	\$ 1,152,321.50	\$ 1,518,524.33	\$ 1,896,561.70

- Net Income
- Revenue balance + Depreciation
- Carry forward Cash balance prior year

A inflation of 2% or \$50.00 is added in each year in the base rate per student allocation on revenues. A conservative number was use on all other allocations on revenue based on the worksheet provided by the FDOE and no inflation rate or increase was added.



## St. Johns Classical Academy Second Campus

Start up Budget Enrollment 0	Base on 792 Scholars FYONE New Campus	Base on 812 Scholars FYTWO New Campus	Base on 832 Scholars FYTHREE New Campus	Base on 852 Scholars FYFOUR New Campus	Base on 872 Scholars FYFIVE New Campus
0					

TSIA was projected but was not included the total, base of no much information, if new school should be included or not. Capital outlay was considered only second year on forward to be conservative.

Bond purchases and capital purchases will be included as a capital assets and shows on the Balance Sheet as a Asset.

Products and services was base on the history of the Fleming Island campus, and a percentage of inflation was included

The Salaries is about a 50% of revenues and increases of 2% is added. Base on Fleming island Salaries and averages.

CSP is not considered in this Budget



## St. Johns Classical Academy Second Campus 100% Enrollment

	Start up Budget Enrollment 0	Base on 822 Scholars FYONE New Campus	Base on 842 Scholars FYTWO New Campus	Base on 877 Scholars FYTHREE New Campus	Base on 922 Scholars FYFOUR New Campus	Base on 972 Scholars FYFIVE New Campus
<b>Ordinary Income/Expense</b>						
<b>Income</b>						
3200 · Federal Funds						
CSP						
3225 · Title II		18,000.00	18,360.00	18,727.20	19,101.74	19,483.78
3245 · Title IV		6,000.00	6,120.00	8,239.67	8,239.67	8,404.46
3246 · IDEA		20,277.50	20,277.50	20,277.50	20,277.50	20,277.50
<b>Total 3200 · Federal Funds</b>		<b>44,277.50</b>	<b>44,757.50</b>	<b>47,244.37</b>	<b>47,618.91</b>	<b>48,165.74</b>
3300 · State sources						
3310 · FEFP funding		3,783,638.00	3,913,975.00	4,113,991.00	4,409,225.00	4,688,419.00
3312 · Instructional Materials		65,525.00	67,119.00	69,909.00	73,495.00	77,482.00
3313 · Supplemental Academic Instructi		214,726.00	219,950.00	229,095.00	240,846.00	253,911.00
3314 · Safe Schools		45,065.00	46,161.00	48,080.00	50,546.00	53,288.00
3315 · Discretionary Millage Compressi		293,643.00	300,786.00	313,291.00	329,362.00	347,228.00
3316 · Digital Classroom		2,329.00	2,386.00	2,485.00	2,613.00	2,755.00
3317 · Reading Allocation		35,193.00	35,193.00	37,450.00	39,295.00	41,346.00
3318 · Lottery		-	-	-	-	-
3319 · Mental Health Assistance		34,393.00	35,230.00	36,694.00	38,577.00	40,669.00
3320 · Discretionary Local Effort		211,007.00	215,926.00	224,536.00	235,596.00	247,895.00
3321 · Total Funds Compression Allocat		25,857.00	26,486.00	27,587.00	29,002.00	30,575.00
3354 · Teacher Salary Increase Allocat		148,696.00	152,163.00	158,231.00	166,024.00	174,692.00
3355 · Class Size Reduction		821,691.00	840,487.00	873,380.00	915,672.00	962,663.00
3375 · Misc. state through local		-	-	-	-	-
3397 · Capital outlay funds		-	360,000.00	385,200.00	412,164.00	441,015.48
3398 · Safety Grant		12,000.00	13,800.00	15,870.00	18,250.50	20,988.08
3399 · Teacher lead program		17,107.10	17,402.05	17,697.00	17,402.05	17,991.95
3340 · GEERS		-	-	-	-	-
3341 · EESER		-	-	-	-	-
<b>Total 3300 · State sources</b>		<b>5,562,174.10</b>	<b>6,094,901.05</b>	<b>6,395,265.00</b>	<b>6,812,045.55</b>	<b>7,226,226.51</b>
3400 · Local funds						
3410 · Other income	150,000.00	26,624.00	26,944.00	28,064.00	29,504.00	31,104.00
3431 · Interest income						
<b>Total 3400 · Local funds</b>	<b>150,000.00</b>	<b>26,624.00</b>	<b>26,944.00</b>	<b>28,064.00</b>	<b>29,504.00</b>	<b>31,104.00</b>
1/2 Cent		240,000.00	256,800.00	274,776.00	294,010.32	314,591.04
<b>Total Income</b>	<b>150,000.00</b>	<b>5,873,075.60</b>	<b>6,423,402.55</b>	<b>6,745,349.37</b>	<b>7,183,178.78</b>	<b>7,620,087.29</b>
<b>Gross Profit</b>	<b>150,000.00</b>	<b>5,873,075.60</b>	<b>6,423,402.55</b>	<b>6,745,349.37</b>	<b>7,183,178.78</b>	<b>7,620,087.29</b>
<b>Expense</b>						
100 · Salaries						
110 · Administrator	45,000.00	210,000.00	214,200.00	218,400.00	222,600.00	226,800.00
120 · Classroom teacher		2,392,000.00	2,567,850.00	2,715,100.00	2,815,800.00	2,965,90



## St. Johns Classical Academy Second Campus 100% Enrollment

	Start up Budget Enrollment 0	Base on 822 Scholars FYONE New Campus	Base on 842 Scholars FYTWO New Campus	Base on 877 Scholars FYTHREE New Campus	Base on 922 Scholars FYFOUR New Campus	Base on 972 Scholars FYFIVE New Campus
<b>130 · Other certified</b>						
131 · Covid19 Response team- Certif		-	-	-	-	-
130 · Other certified - Other		315,000.00	323,850.00	330,200.00	382,450.00	420,300.00
<b>Total 130 · Other certified</b>	-	315,000.00	323,850.00	330,200.00	382,450.00	420,300.00
<b>140 · Substitute teacher</b>						
141 · Sub - COVID19 Response Team						
140 · Substitute teacher - Other		75,000.00	75,000.00	75,000.00	75,000.00	75,000.00
<b>Total 140 · Substitute teacher</b>	0.00	75,000.00	75,000.00	75,000.00	75,000.00	75,000.00
<b>160 · Other support personnel</b>						
161 · Other - COVID19 Response Team						
160 · Other support personnel - Other		393,000.00	418,710.00	445,120.00	453,680.00	462,240.00
<b>Total 160 · Other support personnel</b>	0.00	393,000.00	418,710.00	445,120.00	453,680.00	462,240.00
<b>Total 100 · Salaries</b>	45,000.00	3,385,000.00	3,599,610.00	3,783,820.00	3,949,530.00	4,150,240.00
<b>200 · Employee benefits</b>						
<b>220 · Payroll taxes</b>						
221 · COVID19 Response Team		0.00	-	-	-	-
220 · Payroll taxes - Other	3,150.00	236,950.00	253,536.50	271,284.06	290,273.94	310,593.11
<b>Total 220 · Payroll taxes</b>	3,150.00	236,950.00	253,536.50	271,284.06	290,273.94	310,593.11
<b>230 · Health Insurance</b>						
231 · COVID19 Response Team		0.00	-	-	-	-
230 · Health Insurance - Other	900.00	279,675.91	321,627.29	369,871.39	425,352.09	489,154.91
<b>Total 230 · Health Insurance</b>	900.00	279,675.91	321,627.29	369,871.39	425,352.09	489,154.91
232 · Workers Comp expense	0.00	25,472.46	25,981.91	28,580.10	31,438.11	34,581.92
241 · Retirement Expense		0.00	-	-	-	-
250 · Unemployment Compensation	0.00	0.00	-	-	-	-
<b>Total 200 · Employee benefits</b>	4,050.00	542,098.37	601,145.70	669,735.54	747,064.14	834,329.94
<b>300 · Purchased services</b>						
310 · Professional & tech. services	20,000.00	13,000.00	13,260.00	13,525.20	13,795.70	14,071.62
311 · Audit fees	2,000.00	8,000.00	8,160.00	8,323.20	8,489.66	8,659.46
313 · Payroll Fee	5.00	40,000.00	30,600.00	30,600.00	30,600.00	30,600.00
319 · Technology-Prof. & Tech. Serv.		40,000.00	40,800.00	41,616.00	42,448.32	43,297.29
320 · Property & casualty insurance		50,504.19	51,514.27	52,544.56	53,595.45	54,667.36
330 · Travel	500.00	32,500.00	33,150.00	33,813.00	34,489.26	35,179.05
350 · Repairs & maintenance		50,000.00	51,000.00	52,020.00	53,060.40	54,121.61
360 · Rent		16,382.48	16,710.13	17,044.33	17,385.22	17,732.92
361 · Safe school services		15,000.00	3,000.00	3,060.00	3,121.20	3,183.62
365 · Software subscription		11,374.88	11,602.38	11,834.43	12,071.11	12,312.54
370 · Postage			-	-	-	-
379 · Teleph.& Other Data Comm. Serv.		29,078.04	29,659.60	30,252.79	30,857.85	31,475.01





## St. Johns Classical Academy Second Campus 100% Enrollment

	Start up Budget Enrollment 0	Base on 822 Scholars FYONE New Campus	Base on 842 Scholars FYTWO New Campus	Base on 877 Scholars FYTHREE New Campus	Base on 922 Scholars FYFOUR New Campus	Base on 972 Scholars FYFIVE New Campus
380 · Water		15,000.00	15,300.00	15,606.00	15,918.12	16,236.48
390 · Other purchased services		40,000.00	40,800.00	41,616.00	42,448.32	43,297.29
393 · Marketing	3,000.00	3,000.00	-	-	-	-
<b>Total 300 · Purchased services</b>	<b>25,505.00</b>	<b>363,839.59</b>	<b>345,556.38</b>	<b>351,855.51</b>	<b>358,280.62</b>	<b>364,834.23</b>
400 · Energy services						
410 · Natural Gas		700.00	700.00	700.00	700.00	700.00
430 · Electricity	0.00	50,000.00	51,000.00	52,020.00	53,060.40	54,121.61
<b>Total 400 · Energy services</b>	<b>0.00</b>	<b>50,700.00</b>	<b>51,700.00</b>	<b>52,720.00</b>	<b>53,760.40</b>	<b>54,821.61</b>
500 · Materials & supplies						
510 · Supplies						
511 · Supplies - COVID19 Response		0.00	-	-	-	-
510 · Supplies - Other		50,000.00	50,000.00	75,000.00	75,000.00	75,000.00
<b>Total 510 · Supplies</b>	<b>0.00</b>	<b>50,000.00</b>	<b>50,000.00</b>	<b>75,000.00</b>	<b>75,000.00</b>	<b>75,000.00</b>
520 · Textbooks		130,000.00	75,000.00	75,000.00	75,000.00	75,000.00
590 · Other Materials and Supplies	0.00	17,107.10	17,402.05	17,697.00	17,402.05	17,991.95
<b>Total 500 · Materials &amp; supplies</b>	<b>0.00</b>	<b>197,107.10</b>	<b>142,402.05</b>	<b>167,697.00</b>	<b>167,402.05</b>	<b>167,991.95</b>
600 · Capital Outlay						
642 · Noncap. furniture & fixtures		-	-	-	-	-
644 · Non-capitalized computer hardwa	2,500.00	-	-	-	-	-
<b>Total 600 · Capital Outlay</b>	<b>2,500.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
700 · Other expenses						
720 · Interest expense		778,599.96	1,162,599.96	1,162,599.96	1,162,599.96	1,162,599.96
730 · Dues & fees		20,658.00	4,813.40	4,813.40	4,813.40	4,813.40
731 · Issuer's Bond Fee		23,088.00	23,088.00	23,088.00	23,088.00	23,088.00
780 · Depreciation expense		191,975.18	383,950.36	383,950.36	383,950.36	383,950.36
790 · District Admin Fee	-	86,401.51	86,946.01	87,439.13	88,533.80	89,003.64
<b>Total 700 · Other expenses</b>	<b>0.00</b>	<b>1,100,722.65</b>	<b>1,661,397.73</b>	<b>1,661,890.85</b>	<b>1,662,985.52</b>	<b>1,663,455.36</b>
<b>Total Expense</b>	<b>77,055.00</b>	<b>5,639,467.70</b>	<b>6,401,811.86</b>	<b>6,687,718.90</b>	<b>6,939,022.73</b>	<b>7,235,673.09</b>
<b>Net Ordinary Income</b>	<b>72,945.00</b>	<b>233,607.90</b>	<b>21,590.69</b>	<b>57,630.47</b>	<b>244,156.05</b>	<b>384,414.20</b>
<b>Other Income/Expense</b>						
<b>Other Income</b>						
9700 · Internal funds revenue						
<b>Total Other Income</b>						
<b>Other Expense</b>						
9800 · Internal funds expenses						
<b>Total Other Expense</b>						
<b>Net Other Income</b>						
<b>Net Income</b>	<b>72,945.00</b>	<b>233,607.90</b>	<b>21,590.69</b>	<b>57,630.47</b>	<b>244,156.05</b>	<b>384,414.20</b>
<b>Prior Year Cash Balance</b>	<b>-</b>	<b>72,945.00</b>	<b>498,528.08</b>	<b>904,069.12</b>	<b>1,345,649.96</b>	<b>1,973,756.37</b>



## St. Johns Classical Academy Second Campus 100% Enrollment

	Start up Budget Enrollment 0	Base on 822 Scholars FYONE New Campus	Base on 842 Scholars FYTWO New Campus	Base on 877 Scholars FYTHREE New Campus	Base on 922 Scholars FYFOUR New Campus	Base on 972 Scholars FYFIVE New Campus
<b>Ending Cash Balance</b>	72,945.00	425,583.08	405,541.05	441,580.83	628,106.41	768,364.56
<b>Total Cash balance on the Year</b>	\$ 72,945.00	\$ 498,528.08	\$ 904,069.12	\$ 1,345,649.96	\$ 1,973,756.37	\$ 2,742,120.93

- Revenue balance + Depreciation
- Carry forward Cash balance prior year

A inflation of 2% or \$50.00 is added in each year in the base rate per student allocation on revenues. A conservative number was use on all other allocations on revenuebased on the worksheet provided by the FDOE and no inflation rate or increase was added.

TSIA was projecteed but was not included the total, base of no much information, if new school should be included or not. Capital outlay was considered only second year on forward to be conservative.

Bond purchases and capital purchases will be included as a capital assets and shows on the Balance Sheet as a Asset.

Products and services was base on the history of the Fleming Island campus, and a percentage of inflation was included

The Salaries is about a 50% of revenues and increases of 2% is added. Base on Fleming island Salaries and averages.

CSP is not considered in this Budget

St. Johns Classical Academy Second Campus



	January 2023	February 2023	March 2023	April 2023	May 2023	June 2023	Base on 792 Enrollment July 2023	Base on 792 Enrollment Aug 2023	Base on 792 Enrollment Sept 2023	Base on 792 Enrollment Oct 2023
CSP										
3225 · Title II							3,000.00	3,000.00	3,000.00	3,000.00
3245 · Title IV							-	-	-	-
3246 · IDEA							-	2,027.75	2,027.75	2,027.75
<b>Total 3200 · Federal Funds</b>							<b>3,000.00</b>	<b>5,027.75</b>	<b>5,027.75</b>	<b>5,027.75</b>
3300 · State sources										
3310 · FEFP funding							304,273.50	304,273.50	304,273.50	304,273.50
3312 · Instructional Materials							5,261.00	5,261.00	5,261.00	5,261.00
3313 · Supplemental Academic Instructi							17,240.42	17,240.42	17,240.42	17,240.42
3314 · Safe Schools							3,618.25	3,618.25	3,618.25	3,618.25
3315 · Discretionary Millage Compressi							23,576.67	23,576.67	23,576.67	23,576.67
3316 · Digital Classroom							187.00	187.00	187.00	187.00
3317 · Reading Allocation							2,830.25	2,830.25	2,830.25	2,830.25
3318 · Lottery							-	-	-	-
3319 · Mental Health Assistance							2,761.42	2,761.42	2,761.42	2,761.42
3320 · Discretionary Local Effort							16,968.92	16,968.92	16,968.92	16,968.92
3321 · Total Funds Compression Allocat							2,076.08	2,076.08	2,076.08	2,076.08
3354 · Teacher Salary Increase Allocat							11,958.00	11,958.00	11,958.00	11,958.00
3355 · Class Size Reduction							66,124.67	66,124.67	66,124.67	66,124.67
3375 · Misc. state through local							-	-	-	-
3397 · Capital outlay funds							-	-	-	-
3398 · Safety Grant							-	-	-	-
3399 · Teacher lead program							-	-	-	16,222.25
3340 · GEERS							-	-	-	-
3341 · EESER							-	-	-	-
<b>Total 3300 · State sources</b>							<b>444,918.17</b>	<b>444,918.17</b>	<b>444,918.17</b>	<b>461,140.42</b>
3400 · Local funds										
3410 · Other income	150,000.00							2,534.40	2,534.40	2,534.40
3431 · Interest income										
<b>Total 3400 · Local funds</b>	<b>150,000.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,534.40</b>	<b>2,534.40</b>	<b>2,534.40</b>
1/2 Cent							16,666.67	16,666.67	16,666.67	16,666.67
<b>Total Income</b>	<b>150,000.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>464,584.83</b>	<b>469,146.98</b>	<b>469,146.98</b>	<b>485,369.23</b>
<b>Gross Profit</b>	<b>150,000.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>464,584.83</b>	<b>469,146.98</b>	<b>469,146.98</b>	<b>485,369.23</b>
<b>Expense</b>										
100 · Salaries										
110 · Administrator	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00	17,500.00	17,500.00	17,500.00	17,500.00
120 · Classroom teacher							199,333.33	199,333.33	199,333.33	199,333.33
130 · Other certified										
131 · Covid19 Response team- Certif							-	-	-	-
130 · Other certified - Other							20,000.00	20,000.00	20,000.00	20,000.00
<b>Total 130 · Other certified</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>20,000.00</b>	<b>20,000.00</b>	<b>20,000.00</b>	<b>20,000.00</b>
140 · Substitute teacher										
141 · Sub - COVID19 Response Team								5,555.56	5,555.56	5,555.56
140 · Substitute teacher - Other										
<b>Total 140 · Substitute teacher</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>5,555.56</b>	<b>5,555.56</b>	<b>5,555.56</b>
160 · Other support personnel										
161 · Other - COVID19 Response Team										
160 · Other support personnel - Other							35,727.27	35,727.27	35,727.27	35,727.27
<b>Total 160 · Other support personnel</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>35,727.27</b>	<b>35,727.27</b>	<b>35,727.27</b>	<b>35,727.27</b>
<b>Total 100 · Salaries</b>	<b>7,500.00</b>	<b>7,500.00</b>	<b>7,500.00</b>	<b>7,500.00</b>	<b>7,500.00</b>	<b>7,500.00</b>	<b>272,560.61</b>	<b>278,116.16</b>	<b>278,116.16</b>	<b>278,116.16</b>
200 · Employee benefits										
220 · Payroll taxes										
221 · COVID19 Response Team										
220 · Payroll taxes - Other	525.00	525.00	525.00	525.00	525.00	525.00	19,079.24	19,468.13	19,468.13	19,468.13
<b>Total 220 · Payroll taxes</b>	<b>525.00</b>	<b>525.00</b>	<b>525.00</b>	<b>525.00</b>	<b>525.00</b>	<b>525.00</b>	<b>19,079.24</b>	<b>19,468.13</b>	<b>19,468.13</b>	<b>19,468.13</b>
230 · Health Insurance										
231 · COVID19 Response Team										

St. Johns Classical Academy Second Campus



	January 2023	February 2023	March 2023	April 2023	May 2023	June 2023	Base on 792 Enrollment July 2023	Base on 792 Enrollment Aug 2023	Base on 792 Enrollment Sept 2023	Base on 792 Enrollment Oct 2023
230 · Health Insurance - Other	150.00	150.00	150.00	150.00	150.00	150.00	19,425.00	19,425.00	19,425.00	19,425.00
Total 230 · Health Insurance	150.00	150.00	150.00	150.00	150.00	150.00	19,425.00	19,425.00	19,425.00	19,425.00
232 · Workers Comp expense	0.00	0.00	0.00	0.00	0.00	0.00	2,081.08	2,081.08	2,081.08	2,081.08
241 · Retirement Expense							0.00	0.00	0.00	0.00
250 · Unemployment Compensation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total 200 · Employee benefits	675.00	675.00	675.00	675.00	675.00	675.00	40,585.33	40,974.21	40,974.21	40,974.21
300 · Purchased services										
310 · Professional & tech. services	2,600.00	2,600.00	2,600.00	2,600.00	2,600.00	7,000.00	1,083.33	1,083.33	1,083.33	1,083.33
311 · Audit fees						2,000.00				
313 · Payroll Fee	5.00						3,333.33	3,333.33	3,333.33	3,333.33
319 · Technology-Prof. & Tech. Serv.							3,333.33	3,333.33	3,333.33	3,333.33
320 · Property & casualty insurance							8,417.36	8,417.36	8,417.36	8,417.36
330 · Travel						500.00				
350 · Repairs & maintenance							4,166.67	4,166.67	4,166.67	4,166.67
360 · Rent							1,365.21	1,365.21	1,365.21	1,365.21
361 · Safe school services							7,500.00	750.00	750.00	750.00
365 · Software subscription							947.91	947.91	947.91	947.91
370 · Postage										
379 · Teleph. & Other Data Comm. Serv.							2,423.17	2,423.17	2,423.17	2,423.17
380 · Water							1,250.00	1,250.00	1,250.00	1,250.00
390 · Other purchased services							30,000.00	1,000.00	1,000.00	1,000.00
393 · Marketing	2,000.00					1,000.00				
Total 300 · Purchased services	4,605.00	2,600.00	2,600.00	2,600.00	2,600.00	10,500.00	63,820.31	19,652.95	28,070.31	19,652.95
400 · Energy services										
410 · Natural Gas							70.00	70.00	70.00	70.00
430 · Electricity	0.00	0.00	0.00	0.00	0.00	0.00	4,166.67	4,166.67	4,166.67	4,166.67
Total 400 · Energy services	0.00	0.00	0.00	0.00	0.00	0.00	4,236.67	4,236.67	4,236.67	4,236.67
500 · Materials & supplies										
510 · Supplies										
511 · Supplies - COVID19 Response							40,000.00	909.09	909.09	909.09
510 · Supplies - Other								909.09	909.09	909.09
Total 510 · Supplies	0.00	0.00	0.00	0.00	0.00	0.00	40,000.00	909.09	909.09	909.09
520 · Textbooks							100,000.00	0.00	0.00	0.00
590 · Other Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	16,222.25
Total 500 · Materials & supplies	0.00	0.00	0.00	0.00	0.00	0.00	140,000.00	909.09	909.09	17,131.34
600 · Capital Outlay										
642 · Noncap. furniture & fixtures										
644 · Non-capitalized computer hardwa	2,500.00									
Total 600 · Capital Outlay	2,500.00									
700 · Other expenses										
720 · Interest expense							64,883.33	64,883.33	64,883.33	64,883.33
730 · Dues & fees							401.12	401.12	401.12	401.12
731 · Issuer's Bond Fee							1,924.00	1,924.00	1,924.00	1,924.00
780 · Depreciation expense							15,997.93	15,997.93	15,997.93	15,997.93
790 · District Admin Fee							7,210.80	7,210.80	7,210.80	7,210.80
Total 700 · Other expenses	0.00	0.00	0.00	0.00	0.00	0.00	90,417.18	90,417.18	90,417.18	90,417.18
Total Expense	15,280.00	10,775.00	10,775.00	10,775.00	10,775.00	18,675.00	611,620.09	434,306.26	442,723.62	450,528.51
Net Ordinary Income	134,720.00	(10,775.00)	(10,775.00)	(10,775.00)	(10,775.00)	(18,675.00)	(147,035.26)	34,840.72	26,423.36	34,840.72
Other Income/Expense										
Other Income										
9700 · Internal funds revenue										
Total Other Income										
Other Expense										
9800 · Internal funds expenses										
Total Other Expense										
Net Other Income										
Net Income	134,720.00	(10,775.00)	(10,775.00)	(10,775.00)	(10,775.00)	(18,675.00)	(147,035.26)	34,840.72	26,423.36	34,840.72
Prior Month Cash Balance	134,720.00	134,720.00	123,945.00	113,170.00	102,395.00	91,620.00	72,945.00	(58,092.32)	(7,253.67)	35,167.62
Ending Cash Balance	134,720.00	(10,775.00)	(10,775.00)	(10,775.00)	(10,775.00)	(18,675.00)	(131,037.32)	50,838.66	42,421.29	50,838.66

St. Johns Classical Academy Second Campus



Total Cash balance on the Month

January 2023	February 2023	March 2023	April 2023	May 2023	June 2023	Base on 792 Enrollment July 2023	Base on 792 Enrollment Aug 2023	Base on 792 Enrollment Sept 2023	Base on 792 Enrollment Oct 2023
\$ 134,720.00	\$ 123,945.00	\$ 113,170.00	\$ 102,395.00	\$ 91,620.00	\$ 72,945.00	\$ (58,092.32)	\$ (7,253.67)	\$ 35,167.62	\$ 86,006.28

- Net Income
- Revenue balance + Depreciation
- Carry forward Cash balance prior year

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Bond purchases and capital purchases will be included as a capital assets and shows on the Balance Sheet as a Asset.

Products and services was base on the history of the Fleming Island campus, and a percentage of inflation was included

The Salaries is about a 50% of revenues and increases of 2% is added. Base on Fleming island Salaries and averages.

CSP is not considered in this Budget

St. Johns Classical Acad



	Base on 792 Enrollment Nov 2023	Base on 792 Enrollment Dec 2023	Base on 792 Enrollment Jan 2024	Base on 792 Enrollment Feb 2024	Base on 792 Enrollment March 2024	Base on 792 Enrollment April 2024	Base on 792 Enrollment May 2024	Base on 792 Enrollment June 2024
<b>CSP</b>								
3225 · Title II	3,000.00	3,000.00						
3245 · Title IV	6,000.00	-						
3246 · IDEA	2,027.75	2,027.75	2,027.75	2,027.75	2,027.75	2,027.75	2,027.75	-
<b>Total 3200 · Federal Funds</b>	<b>11,027.75</b>	<b>5,027.75</b>	<b>2,027.75</b>	<b>2,027.75</b>	<b>2,027.75</b>	<b>2,027.75</b>	<b>2,027.75</b>	<b>-</b>
<b>3300 · State sources</b>								
3310 · FEFP funding	304,273.50	304,273.50	304,273.50	304,273.50	304,273.50	304,273.50	304,273.50	304,273.50
3312 · Instructional Materials	5,261.00	5,261.00	5,261.00	5,261.00	5,261.00	5,261.00	5,261.00	5,261.00
3313 · Supplemental Academic Instructi	17,240.42	17,240.42	17,240.42	17,240.42	17,240.42	17,240.42	17,240.42	17,240.42
3314 · Safe Schools	3,618.25	3,618.25	3,618.25	3,618.25	3,618.25	3,618.25	3,618.25	3,618.25
3315 · Discretionary Millage Compressi	23,576.67	23,576.67	23,576.67	23,576.67	23,576.67	23,576.67	23,576.67	23,576.67
3316 · Digital Classroom	187.00	187.00	187.00	187.00	187.00	187.00	187.00	187.00
3317 · Reading Allocation	2,830.25	2,830.25	2,830.25	2,830.25	2,830.25	2,830.25	2,830.25	2,830.25
3318 · Lottery	-	-	-	-	-	-	-	-
3319 · Mental Health Assistance	2,761.42	2,761.42	2,761.42	2,761.42	2,761.42	2,761.42	2,761.42	2,761.42
3320 · Discretionary Local Effort	16,968.92	16,968.92	16,968.92	16,968.92	16,968.92	16,968.92	16,968.92	16,968.92
3321 · Total Funds Compression Allocat	2,076.08	2,076.08	2,076.08	2,076.08	2,076.08	2,076.08	2,076.08	2,076.08
3354 · Teacher Salary Increase Allocat	11,958.00	11,958.00	11,958.00	11,958.00	11,958.00	11,958.00	11,958.00	11,958.00
3355 · Class Size Reduction	66,124.67	66,124.67	66,124.67	66,124.67	66,124.67	66,124.67	66,124.67	66,124.67
3375 · Misc. state through local	-	-	-	-	-	-	-	-
3397 · Capital outlay funds	-	-	-	-	-	-	-	-
3398 · Safety Grant	10,000.00	-	-	-	-	-	-	-
3399 · Teacher lead program	-	-	-	-	-	-	-	-
3340 · GEERS	-	-	-	-	-	-	-	-
3341 · EESER	-	-	-	-	-	-	-	-
<b>Total 3300 · State sources</b>	<b>454,918.17</b>	<b>444,918.17</b>	<b>444,918.17</b>	<b>444,918.17</b>	<b>444,918.17</b>	<b>444,918.17</b>	<b>444,918.17</b>	<b>444,918.17</b>
<b>3400 · Local funds</b>								
3410 · Other income	2,534.40	2,534.40	2,534.40	2,534.40	2,534.40	2,534.40	2,534.40	-
3431 · Interest income	-	-	-	-	-	-	-	-
<b>Total 3400 · Local funds</b>	<b>2,534.40</b>	<b>2,534.40</b>	<b>2,534.40</b>	<b>2,534.40</b>	<b>2,534.40</b>	<b>2,534.40</b>	<b>2,534.40</b>	<b>-</b>
1/2 Cent	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67
<b>Total Income</b>	<b>485,146.98</b>	<b>469,146.98</b>	<b>466,146.98</b>	<b>466,146.98</b>	<b>466,146.98</b>	<b>466,146.98</b>	<b>466,146.98</b>	<b>461,584.83</b>
<b>Gross Profit</b>	<b>485,146.98</b>	<b>469,146.98</b>	<b>466,146.98</b>	<b>466,146.98</b>	<b>466,146.98</b>	<b>466,146.98</b>	<b>466,146.98</b>	<b>461,584.83</b>
<b>Expense</b>								
<b>100 · Salaries</b>								
110 · Administrator	17,500.00	17,500.00	17,500.00	17,500.00	17,500.00	17,500.00	17,500.00	17,500.00
120 · Classroom teacher	199,333.33	199,333.33	199,333.33	199,333.33	199,333.33	199,333.33	199,333.33	199,333.33
<b>130 · Other certified</b>								
131 · Covid19 Response team- Certif	-	-	-	-	-	-	-	-
130 · Other certified - Other	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00
<b>Total 130 · Other certified</b>	<b>20,000.00</b>	<b>20,000.00</b>	<b>20,000.00</b>	<b>20,000.00</b>	<b>20,000.00</b>	<b>20,000.00</b>	<b>20,000.00</b>	<b>20,000.00</b>
<b>140 · Substitute teacher</b>								
141 · Sub - COVID19 Response Team	-	-	-	-	-	-	-	-
140 · Substitute teacher - Other	5,555.56	2,777.78	5,555.56	5,555.56	2,777.78	5,555.56	5,555.56	-
<b>Total 140 · Substitute teacher</b>	<b>5,555.56</b>	<b>2,777.78</b>	<b>5,555.56</b>	<b>5,555.56</b>	<b>2,777.78</b>	<b>5,555.56</b>	<b>5,555.56</b>	<b>0.00</b>
<b>160 · Other support personnel</b>								
161 · Other - COVID19 Response Team	-	-	-	-	-	-	-	-
160 · Other support personnel - Other	35,727.27	35,727.27	35,727.27	35,727.27	35,727.27	35,727.27	35,727.27	-
<b>Total 160 · Other support personnel</b>	<b>35,727.27</b>	<b>35,727.27</b>	<b>35,727.27</b>	<b>35,727.27</b>	<b>35,727.27</b>	<b>35,727.27</b>	<b>35,727.27</b>	<b>0.00</b>
<b>Total 100 · Salaries</b>	<b>278,116.16</b>	<b>275,338.38</b>	<b>278,116.16</b>	<b>278,116.16</b>	<b>275,338.38</b>	<b>278,116.16</b>	<b>278,116.16</b>	<b>236,833.33</b>
<b>200 · Employee benefits</b>								
<b>220 · Payroll taxes</b>								
221 · COVID19 Response Team	-	-	-	-	-	-	-	-
220 · Payroll taxes - Other	19,468.13	19,273.69	19,468.13	19,468.13	19,273.69	19,468.13	19,468.13	16,578.33
<b>Total 220 · Payroll taxes</b>	<b>19,468.13</b>	<b>19,273.69</b>	<b>19,468.13</b>	<b>19,468.13</b>	<b>19,273.69</b>	<b>19,468.13</b>	<b>19,468.13</b>	<b>16,578.33</b>
<b>230 · Health Insurance</b>								
231 · COVID19 Response Team	-	-	-	-	-	-	-	-

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St. Johns Classical Acad



	Base on 792 Enrollment Nov 2023	Base on 792 Enrollment Dec 2023	Base on 792 Enrollment Jan 2024	Base on 792 Enrollment Feb 2024	Base on 792 Enrollment March 2024	Base on 792 Enrollment April 2024	Base on 792 Enrollment May 2024	Base on 792 Enrollment June 2024
230 · Health Insurance - Other	19,425.00	19,425.00	19,425.00	19,425.00	19,425.00	19,425.00	19,425.00	19,425.00
Total 230 · Health Insurance	19,425.00	19,425.00	19,425.00	19,425.00	19,425.00	19,425.00	19,425.00	19,425.00
232 · Workers Comp expense	2,081.08	2,081.08	2,081.08	2,081.08	2,081.08	2,081.08	2,081.08	2,081.08
241 · Retirement Expense	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
250 · Unemployment Compensation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total 200 · Employee benefits	40,974.21	40,779.77	40,974.21	40,974.21	40,779.77	40,974.21	40,974.21	38,084.42
300 · Purchased services								
310 · Professional & tech. services	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33
311 · Audit fees								8,000.00
313 · Payroll Fee	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33
319 · Technology-Prof. & Tech. Serv.	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33
320 · Property & casualty insurance	8,417.36		8,417.36		8,417.36		8,417.36	
330 · Travel	2,500.00	2,000.00	28,000.00	-	-	-	-	-
350 · Repairs & maintenance	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67
360 · Rent	1,365.21	1,365.21	1,365.21	1,365.21	1,365.21	1,365.21	1,365.21	1,365.21
361 · Safe school services	750.00	750.00	750.00	750.00	750.00	750.00	750.00	750.00
365 · Software subscription	947.91	947.91	947.91	947.91	947.91	947.91	947.91	947.91
370 · Postage	-	-	-	-	-	-	-	-
379 · Teleph.& Other Data Comm. Serv.	2,423.17	2,423.17	2,423.17	2,423.17	2,423.17	2,423.17	2,423.17	2,423.17
380 · Water	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00
390 · Other purchased services	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
393 · Marketing		1,500.00						1,500.00
Total 300 · Purchased services	30,570.31	23,152.95	56,070.31	19,652.95	28,070.31	19,652.95	28,070.31	27,402.95
400 · Energy services								
410 · Natural Gas	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00
430 · Electricity	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67
Total 400 · Energy services	4,236.67	4,236.67	4,236.67	4,236.67	4,236.67	4,236.67	4,166.67	4,166.67
500 · Materials & supplies								
510 · Supplies								
511 · Supplies - COVID19 Response	909.09		909.09	909.09	909.09	909.09	909.09	909.10
510 · Supplies - Other		909.09		909.09		909.09		909.10
Total 510 · Supplies	909.09	909.09	909.09	909.09	909.09	909.09	909.09	909.10
520 · Textbooks	0.00	0.00	25,000.00	0.00	0.00	0.00	0.00	5,000.00
590 · Other Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total 500 · Materials & supplies	909.09	909.09	25,909.09	909.09	909.09	909.09	909.09	5,909.10
600 · Capital Outlay								
642 · Noncap. furniture & fixtures	-	-	-	-	-	-	-	-
644 · Non-capitalized computer hardwa	-	-	-	-	-	-	-	-
Total 600 · Capital Outlay	-	-	-	-	-	-	-	-
700 · Other expenses								
720 · Interest expense	64,883.33	64,883.33	64,883.33	64,883.33	64,883.33	64,883.33	64,883.33	64,883.33
730 · Dues & fees	401.12	401.12	401.12	401.12	401.12	401.12	401.12	401.12
731 · Issuer's Bond Fee	1,924.00	1,924.00	1,924.00	1,924.00	1,924.00	1,924.00	1,924.00	1,924.00
780 · Depreciation expense	15,997.93	15,997.93	15,997.93	15,997.93	15,997.93	15,997.93	15,997.93	15,997.93
790 · District Admin Fee	7,210.80	7,210.80	7,210.80	7,210.80	7,210.80	7,210.80	7,210.80	7,210.80
Total 700 · Other expenses	90,417.18	90,417.18	90,417.18	90,417.18	90,417.18	90,417.18	90,417.18	90,417.18
Total Expense	445,223.62	434,834.04	495,723.62	434,306.26	439,751.40	434,306.26	442,653.62	402,813.64
Net Ordinary Income	39,923.36	34,312.95	(29,576.64)	31,840.72	26,395.58	31,840.72	23,493.36	58,771.19
Other Income/Expense								
Other Income								
9700 · Internal funds revenue								
Total Other Income								
Other Expense								
9800 · Internal funds expenses								
Total Other Expense								
Net Other Income								
Net Income	39,923.36	34,312.95	(29,576.64)	31,840.72	26,395.58	31,840.72	23,493.36	58,771.19
Prior Month Cash Balance	86,006.28	141,927.57	192,238.44	178,659.74	226,498.39	268,891.90	316,730.56	356,221.85
Ending Cash Balance	55,921.29	50,310.88	(13,578.71)	47,838.66	42,393.51	47,838.66	39,491.29	74,769.12

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St. Johns Classical Acad



**Total Cash balance on the Month**

<b>Base on 792 Enrollment Nov 2023</b>	<b>Base on 792 Enrollment Dec 2023</b>	<b>Base on 792 Enrollment Jan 2024</b>	<b>Base on 792 Enrollment Feb 2024</b>	<b>Base on 792 Enrollment March 2024</b>	<b>Base on 792 Enrollment April 2024</b>	<b>Base on 792 Enrollment May 2024</b>	<b>Base on 792 Enrollment June 2024</b>
\$ 141,927.57	\$ 192,238.44	\$ 178,659.74	\$ 226,498.39	\$ 268,891.90	\$ 316,730.56	\$ 356,221.85	\$ 430,990.97

- Net Income
- Revenue balance + Depreciation
- Carry forward Cash balance prior year

A  
TS  
IA  
Bond purchases and capital purchases will be included as a ca  
Products and services was base on the history of the Fleming  
The Salaries is about a 50% of revenues and increases of 2% is  
CSP is not considered in this Budget

# Attachment Z –

Evidence of external funding  
(e.g. foundations, donors,  
grants), if applicable.

Not Applicable



State Board of Education

Tom Grady, *Chair*  
Ben Gibson, *Vice Chair*  
*Members*  
Monesia Brown  
Marva Johnson  
Ryan Petty  
Andy Tuck  
Joe York

Richard Corcoran  
Commissioner of Education

November 1, 2021

Daniel "Matt" Johnson, Headmaster  
St. Johns Classical Academy  
114 Canova Road  
Fleming Island, Florida 32003-7902

Dear Headmaster Johnson:

This letter serves as notification that the Florida Department of Education has verified that St. Johns Classical Academy (10-0667) meets the criteria for high-performing charter school status pursuant to section 1002.331, Florida Statutes.

If you have questions, please contact the Office of Independent Education and Parental Choice at 850-245-0502 or via email at [charterschools@fldoe.org](mailto:charterschools@fldoe.org).

Thank you for your continued participation in our mission to improve the quality of educational options for Florida's students.

Sincerely,

Richard Corcoran

RC/ae

cc: Karen McMillan, Clay County Public Schools

## St. Johns Classical Academy 2021/2022 Proposed Salary Table

Years of Service	Salary Table
0-9	\$ 43,000.00
10,11	\$ 44,000.00
12,13	\$ 45,000.00
14-16	\$ 47,000.00
17,18	\$ 48,000.00
19	\$ 50,000.00
20-22	\$ 52,250.00
23,24	\$ 55,000.00
25 +	\$ 56,250.00
<b>Supplemental:</b>	
Master's Degree -	\$2,000.00
Specialists Degree-	\$2,560.00
Doctorate Degree -	\$3,460.00
Athletic Director -	\$2,500.00
Band Director -	\$2,500.00

NOTE: The only difference between the 2020/2021 salaries and the proposed 2021/2022 salaries is rounding up to make even numbers.



Year **1** Salary projection

Position	Total estimate needed	Average salary	total
Administration	3	\$ 70,000.00	\$ 210,000.00
Teachers	52	\$ 46,000.00	\$ 2,392,000.00
ESE	2	\$ 45,000.00	\$ 90,000.00
ESE Secretary	1	\$ 30,000.00	\$ 30,000.00
ESE Services	3	\$ 50,000.00	\$ 150,000.00
MTSS	1	\$ 45,000.00	\$ 45,000.00
Support	4	\$ 35,000.00	\$ 140,000.00
Custodial	4	\$ 28,000.00	\$ 112,000.00
Management	3	\$ 42,000.00	\$ 126,000.00
Cafeteria	1	\$ 15,000.00	\$ 15,000.00

74 \$ -

Average FTE increase per year is 2%

**\$ 3,310,000.00**  
**\$ 3,310,000.00**



Year **2** Salary projection

Position	Total estimate needed	Average salary	Subtotal	2%	Total
Administration	3	\$ 70,000.00	\$ 210,000.00	\$ 4,200.00	\$ 214,200.00
Teachers	53	\$ 47,500.00	\$ 2,517,500.00	50,350.00	\$ 2,567,850.00
ESE	2	\$ 45,000.00	\$ 90,000.00	1,800.00	\$ 91,800.00
ESE Secretary	1	\$ 30,000.00	\$ 30,000.00	600.00	\$ 30,600.00
ESE Services	3	\$ 50,000.00	\$ 150,000.00	3,000.00	\$ 153,000.00
MTSS	1	\$ 47,500.00	\$ 47,500.00	950.00	\$ 48,450.00
Support	4.5	\$ 35,000.00	\$ 157,500.00	3,150.00	\$ 160,650.00
Custodial	4	\$ 28,000.00	\$ 112,000.00	2,240.00	\$ 114,240.00
Management	3	\$ 42,000.00	\$ 126,000.00	2,520.00	\$ 128,520.00
Cafeteria	1	\$ 15,000.00	\$ 15,000.00	300.00	\$ 15,300.00

Yearly increase 2% \$ 69,110.00 \$ 69,110.00

Average FTE increase per year is 2%

**\$ 3,455,500.00**  
**\$ 3,524,610.00** **\$ 3,524,610.00**







Year **3** Salary projection

Position	Total estimate needed	Average salary	total	2%	Total
Administration	3	\$ 70,000.00	\$ 210,000.00	\$ 8,400.00	\$ 218,400.00
Teachers	55	\$ 47,500.00	\$ 2,612,500.00	102,600.00	\$ 2,715,100.00
ESE	2	\$ 45,000.00	\$ 90,000.00	3,600.00	\$ 93,600.00
ESE Secretary	1	\$ 30,000.00	\$ 30,000.00	1,200.00	\$ 31,200.00
ESE Services	3	\$ 50,000.00	\$ 150,000.00	6,000.00	\$ 156,000.00
MTSS	1	\$ 47,500.00	\$ 47,500.00	1,900.00	\$ 49,400.00
Support	5	\$ 35,000.00	\$ 175,000.00	6,650.00	\$ 181,650.00
Custodial	4	\$ 28,000.00	\$ 112,000.00	4,480.00	\$ 116,480.00
Management	3	\$ 42,000.00	\$ 126,000.00	5,040.00	\$ 131,040.00
Cafeteria	1	\$ 15,000.00	\$ 15,000.00	600.00	\$ 15,600.00
Yearly increase 2%			\$ 140,470.00	\$ 140,470.00	
Average FTE increase per year is 2%			<b>\$ 3,568,000.00</b>		
			<b>\$ 3,708,470.00</b>		<b>\$ 3,708,470.00</b>



Year **4** Salary projection

Position	Total estimate needed	Average salary	total	2%	Total
Administration	3	\$ 70,000.00	\$ 210,000.00	\$ 12,600.00	\$ 222,600.00
Teachers	56	\$ 47,500.00	\$ 2,660,000.00	155,800.00	\$ 2,815,800.00
ESE	3	\$ 45,000.00	\$ 135,000.00	6,300.00	\$ 141,300.00
ESE Secretary	1	\$ 30,000.00	\$ 30,000.00	1,800.00	\$ 31,800.00
ESE Services	3	\$ 50,000.00	\$ 150,000.00	9,000.00	\$ 159,000.00
MTSS	1	\$ 47,500.00	\$ 47,500.00	2,850.00	\$ 50,350.00
Support	5	\$ 35,000.00	\$ 175,000.00	10,150.00	\$ 185,150.00
Custodial	4	\$ 28,000.00	\$ 112,000.00	6,720.00	\$ 118,720.00
Management	3	\$ 42,000.00	\$ 126,000.00	7,560.00	\$ 133,560.00
Cafeteria	1	\$ 15,000.00	\$ 15,000.00	900.00	\$ 15,900.00
Yearly increase 2%			\$ 213,680.00	\$ 213,680.00	
Average FTE increase per year is 2%			<b>\$ 3,660,500.00</b>		
			<b>\$ 3,874,180.00</b>		<b>\$ 3,874,180.00</b>





Year **5** Salary projection

Position	Total estimate needed	Average salary	total	2%	Total
Administration	3	\$ 70,000.00	\$ 210,000.00	\$ 16,800.00	\$ 226,800.00
Teachers	58	\$ 47,500.00	\$ 2,755,000.00	210,900.00	\$ 2,965,900.00
ESE	3	\$ 45,000.00	\$ 135,000.00	9,000.00	\$ 144,000.00
ESE Secretary	2	\$ 30,000.00	\$ 60,000.00	3,000.00	\$ 63,000.00
ESE Services	3	\$ 50,000.00	\$ 150,000.00	12,000.00	\$ 162,000.00
MTSS	1	\$ 47,500.00	\$ 47,500.00	3,800.00	\$ 51,300.00
Support	5	\$ 35,000.00	\$ 175,000.00	13,650.00	\$ 188,650.00
Custodial	4	\$ 28,000.00	\$ 112,000.00	8,960.00	\$ 120,960.00
Management	3	\$ 42,000.00	\$ 126,000.00	10,080.00	\$ 136,080.00
Cafeteria	1	\$ 15,000.00	\$ 15,000.00	1,200.00	\$ 16,200.00
Yearly increase		2%	\$ 289,390.00	\$ 289,390.00	
Average FTE increase per year is 2%			<b>\$ 3,785,500.00</b>		
			<b>\$ 4,074,890.00</b>		<b>\$ 4,074,890.00</b>

## Actuals

Year **1** Salary projection

Position	Total estimate needed	Average salary	total
Administration	3	\$ 70,000.00	\$ 210,000.00
Teachers	52	\$ 46,000.00	\$ 2,392,000.00
ESE	2	\$ 45,000.00	\$ 90,000.00
ESE Secretary	1	\$ 30,000.00	\$ 30,000.00
ESE Services	1.5	\$ 50,000.00	\$ 75,000.00
MTSS	1	\$ 45,000.00	\$ 45,000.00
Support	4	\$ 35,000.00	\$ 140,000.00
Custodial	4	\$ 28,000.00	\$ 112,000.00
Management	3	\$ 42,000.00	\$ 126,000.00
Cafeteria	1	\$ 15,000.00	\$ 15,000.00

\$ -  
**\$ 3,235,000.00**  
**\$ 3,235,000.00**

Average FTE increase per year is 2%

0.97734139

Year **2** Salary projection

Position	Total estimate needed	Average salary	Subtotal	2%	Total
Administration	3	\$ 70,000.00	\$ 210,000.00	\$ 4,200.00	\$ 214,200.00
Teachers	52	\$ 47,500.00	\$ 2,470,000.00	49,400.00	\$ 2,519,400.00
ESE	2	\$ 45,000.00	\$ 90,000.00	1,800.00	\$ 91,800.00
ESE Secretary	1	\$ 30,000.00	\$ 30,000.00	600.00	\$ 30,600.00
ESE Services	2	\$ 50,000.00	\$ 100,000.00	2,000.00	\$ 102,000.00
MTSS	1	\$ 47,500.00	\$ 47,500.00	950.00	\$ 48,450.00
Support	4.5	\$ 35,000.00	\$ 157,500.00	3,150.00	\$ 160,650.00
Custodial	4	\$ 28,000.00	\$ 112,000.00	2,240.00	\$ 114,240.00
Management	3	\$ 42,000.00	\$ 126,000.00	2,520.00	\$ 128,520.00
Cafeteria	1	\$ 15,000.00	\$ 15,000.00	300.00	\$ 15,300.00

Yearly increase 2% \$ 67,160.00 \$ 67,160.00

**\$ 3,358,000.00**  
**\$ 3,425,160.00** **\$ 3,425,160.00**

Average FTE increase per year is 2%

Year **3** Salary projection

Position	Total estimate needed	Average salary	total	2%	Total
Administration	3	\$ 70,000.00	\$ 210,000.00	\$ 8,400.00	\$ 218,400.00

## Actuals

Teachers	53	\$ 47,500.00	\$ 2,517,500.00	99,750.00	\$ 2,617,250.00
ESE	2	\$ 45,000.00	\$ 90,000.00	3,600.00	\$ 93,600.00
ESE Secretary	1	\$ 30,000.00	\$ 30,000.00	1,200.00	\$ 31,200.00
ESE Services	2	\$ 50,000.00	\$ 100,000.00	4,000.00	\$ 104,000.00
MTSS	1	\$ 47,500.00	\$ 47,500.00	1,900.00	\$ 49,400.00
Support	4.5	\$ 35,000.00	\$ 157,500.00	6,300.00	\$ 163,800.00
Custodial	4	\$ 28,000.00	\$ 112,000.00	4,480.00	\$ 116,480.00
Management	3	\$ 42,000.00	\$ 126,000.00	5,040.00	\$ 131,040.00
Cafeteria	1	\$ 15,000.00	\$ 15,000.00	600.00	\$ 15,600.00
Yearly increase		2%	\$ 135,270.00	\$ 135,270.00	
Average FTE increase per year is 2%			<b>\$ 3,405,500.00</b>		
			<b>\$ 3,540,770.00</b>		<b>\$ 3,540,770.00</b>

		Year	Salary projection		
		4			
Position	Total estimate needed	Average salary	total	2%	Total
Administration	3	\$ 70,000.00	\$ 210,000.00	\$ 12,600.00	\$ 222,600.00
Teachers	55	\$ 47,500.00	\$ 2,612,500.00	152,000.00	\$ 2,764,500.00
ESE	3	\$ 45,000.00	\$ 135,000.00	6,300.00	\$ 141,300.00
ESE Secretary	1	\$ 30,000.00	\$ 30,000.00	1,800.00	\$ 31,800.00
ESE Services	2	\$ 50,000.00	\$ 100,000.00	6,000.00	\$ 106,000.00
MTSS	1	\$ 47,500.00	\$ 47,500.00	2,850.00	\$ 50,350.00
Support	5	\$ 35,000.00	\$ 175,000.00	9,800.00	\$ 184,800.00
Custodial	4.5	\$ 28,000.00	\$ 126,000.00	7,000.00	\$ 133,000.00
Management	3	\$ 42,000.00	\$ 126,000.00	7,560.00	\$ 133,560.00
Cafeteria	1	\$ 15,000.00	\$ 15,000.00	900.00	\$ 15,900.00
Yearly increase		2%	\$ 206,810.00	\$ 206,810.00	
Average FTE increase per year is 2%			<b>\$ 3,577,000.00</b>		
			<b>\$ 3,783,810.00</b>		<b>\$ 3,783,810.00</b>

		Year	Salary projection		
		5			
Position	Total estimate needed	Average salary	total	2%	Total
Administration	3	\$ 70,000.00	\$ 210,000.00	\$ 16,800.00	\$ 226,800.00
Teachers	56	\$ 47,500.00	\$ 2,660,000.00	205,200.00	\$ 2,865,200.00
ESE	3	\$ 45,000.00	\$ 135,000.00	9,000.00	\$ 144,000.00
ESE Secretary	2	\$ 30,000.00	\$ 60,000.00	3,000.00	\$ 63,000.00
ESE Services	2	\$ 50,000.00	\$ 100,000.00	8,000.00	\$ 108,000.00

## Actuals

MTSS	1	\$ 47,500.00	\$ 47,500.00	3,800.00	\$ 51,300.00
Support	5	\$ 35,000.00	\$ 175,000.00	13,300.00	\$ 188,300.00
Custodial	4	\$ 28,000.00	\$ 112,000.00	9,240.00	\$ 121,240.00
Management	3	\$ 42,000.00	\$ 126,000.00	10,080.00	\$ 136,080.00
Cafeteria	1	\$ 15,000.00	\$ 15,000.00	1,200.00	\$ 16,200.00
Yearly increase		2%	\$ 279,620.00	\$ 279,620.00	
Average FTE increase per year is 2%			<b>\$ 3,640,500.00</b>		
			<b>\$ 3,920,120.00</b>		<b>\$ 3,920,120.00</b>

St. Johns Classical Academy Second Campus



	January 2023	February 2023	March 2023	April 2023	May 2023	June 2023	Base on 792 Enrollment July 2023	Base on 792 Enrollment Aug 2023	Base on 792 Enrollment Sept 2023	Base on 792 Enrollment Oct 2023
CSP										
3225 · Title II							3,000.00	3,000.00	3,000.00	3,000.00
3245 · Title IV							-	-	-	-
3246 · IDEA							-	2,027.75	2,027.75	2,027.75
<b>Total 3200 · Federal Funds</b>							<b>3,000.00</b>	<b>5,027.75</b>	<b>5,027.75</b>	<b>5,027.75</b>
3300 · State sources										
3310 · FEFP funding							304,273.50	304,273.50	304,273.50	304,273.50
3312 · Instructional Materials							5,261.00	5,261.00	5,261.00	5,261.00
3313 · Supplemental Academic Instructi							17,240.42	17,240.42	17,240.42	17,240.42
3314 · Safe Schools							3,618.25	3,618.25	3,618.25	3,618.25
3315 · Discretionary Millage Compressi							23,576.67	23,576.67	23,576.67	23,576.67
3316 · Digital Classroom							187.00	187.00	187.00	187.00
3317 · Reading Allocation							2,830.25	2,830.25	2,830.25	2,830.25
3318 · Lottery							-	-	-	-
3319 · Mental Health Assistance							2,761.42	2,761.42	2,761.42	2,761.42
3320 · Discretionary Local Effort							16,968.92	16,968.92	16,968.92	16,968.92
3321 · Total Funds Compression Allocat							2,076.08	2,076.08	2,076.08	2,076.08
3354 · Teacher Salary Increase Allocat							11,958.00	11,958.00	11,958.00	11,958.00
3355 · Class Size Reduction							66,124.67	66,124.67	66,124.67	66,124.67
3375 · Misc. state through local							-	-	-	-
3397 · Capital outlay funds							-	-	-	-
3398 · Safety Grant							-	-	-	-
3399 · Teacher lead program							-	-	-	16,222.25
3340 · GEERS							-	-	-	-
3341 · EESER							-	-	-	-
<b>Total 3300 · State sources</b>							<b>444,918.17</b>	<b>444,918.17</b>	<b>444,918.17</b>	<b>461,140.42</b>
3400 · Local funds										
3410 · Other income	150,000.00							2,534.40	2,534.40	2,534.40
3431 · Interest income										
<b>Total 3400 · Local funds</b>	<b>150,000.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>16,666.67</b>	<b>2,534.40</b>	<b>2,534.40</b>	<b>2,534.40</b>
1/2 Cent										
<b>Total Income</b>	<b>150,000.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>464,584.83</b>	<b>469,146.98</b>	<b>469,146.98</b>	<b>485,369.23</b>
<b>Gross Profit</b>	<b>150,000.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>464,584.83</b>	<b>469,146.98</b>	<b>469,146.98</b>	<b>485,369.23</b>
<b>Expense</b>										
100 · Salaries										
110 · Administrator	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00	17,500.00	17,500.00	17,500.00	17,500.00
120 · Classroom teacher							199,333.33	199,333.33	199,333.33	199,333.33
130 · Other certified										
131 · Covid19 Response team- Certif							-	-	-	-
130 · Other certified - Other							20,000.00	20,000.00	20,000.00	20,000.00
<b>Total 130 · Other certified</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>20,000.00</b>	<b>20,000.00</b>	<b>20,000.00</b>	<b>20,000.00</b>
140 · Substitute teacher										
141 · Sub - COVID19 Response Team										
140 · Substitute teacher - Other								5,555.56	5,555.56	5,555.56
<b>Total 140 · Substitute teacher</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>5,555.56</b>	<b>5,555.56</b>	<b>5,555.56</b>
160 · Other support personnel										
161 · Other - COVID19 Response Team										
160 · Other support personnel - Other							35,727.27	35,727.27	35,727.27	35,727.27
<b>Total 160 · Other support personnel</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>35,727.27</b>	<b>35,727.27</b>	<b>35,727.27</b>	<b>35,727.27</b>
<b>Total 100 · Salaries</b>	<b>7,500.00</b>	<b>7,500.00</b>	<b>7,500.00</b>	<b>7,500.00</b>	<b>7,500.00</b>	<b>7,500.00</b>	<b>272,560.61</b>	<b>278,116.16</b>	<b>278,116.16</b>	<b>278,116.16</b>
200 · Employee benefits										
220 · Payroll taxes										
221 · COVID19 Response Team										
220 · Payroll taxes - Other	525.00	525.00	525.00	525.00	525.00	525.00	19,079.24	19,468.13	19,468.13	19,468.13
<b>Total 220 · Payroll taxes</b>	<b>525.00</b>	<b>525.00</b>	<b>525.00</b>	<b>525.00</b>	<b>525.00</b>	<b>525.00</b>	<b>19,079.24</b>	<b>19,468.13</b>	<b>19,468.13</b>	<b>19,468.13</b>
230 · Health Insurance										
231 · COVID19 Response Team										



St. Johns Classical Academy Second Campus



	January 2023	February 2023	March 2023	April 2023	May 2023	June 2023	Base on 792 Enrollment July 2023	Base on 792 Enrollment Aug 2023	Base on 792 Enrollment Sept 2023	Base on 792 Enrollment Oct 2023
230 · Health Insurance - Other	150.00	150.00	150.00	150.00	150.00	150.00	19,425.00	19,425.00	19,425.00	19,425.00
Total 230 · Health Insurance	150.00	150.00	150.00	150.00	150.00	150.00	19,425.00	19,425.00	19,425.00	19,425.00
232 · Workers Comp expense	0.00	0.00	0.00	0.00	0.00	0.00	2,081.08	2,081.08	2,081.08	2,081.08
241 · Retirement Expense							0.00	0.00	0.00	0.00
250 · Unemployment Compensation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total 200 · Employee benefits	675.00	675.00	675.00	675.00	675.00	675.00	40,585.33	40,974.21	40,974.21	40,974.21
300 · Purchased services										
310 · Professional & tech. services	2,600.00	2,600.00	2,600.00	2,600.00	2,600.00	7,000.00	1,083.33	1,083.33	1,083.33	1,083.33
311 · Audit fees						2,000.00				
313 · Payroll Fee	5.00						3,333.33	3,333.33	3,333.33	3,333.33
319 · Technology-Prof. & Tech. Serv.							3,333.33	3,333.33	3,333.33	3,333.33
320 · Property & casualty insurance							8,417.36	8,417.36	8,417.36	8,417.36
330 · Travel						500.00	-	-	-	-
350 · Repairs & maintenance							4,166.67	4,166.67	4,166.67	4,166.67
360 · Rent							1,365.21	1,365.21	1,365.21	1,365.21
361 · Safe school services							7,500.00	750.00	750.00	750.00
365 · Software subscription							947.91	947.91	947.91	947.91
370 · Postage							-	-	-	-
379 · Teleph. & Other Data Comm. Serv.							2,423.17	2,423.17	2,423.17	2,423.17
380 · Water							1,250.00	1,250.00	1,250.00	1,250.00
390 · Other purchased services							30,000.00	1,000.00	1,000.00	1,000.00
393 · Marketing	2,000.00					1,000.00				
Total 300 · Purchased services	4,605.00	2,600.00	2,600.00	2,600.00	2,600.00	10,500.00	63,820.31	19,652.95	28,070.31	19,652.95
400 · Energy services										
410 · Natural Gas							70.00	70.00	70.00	70.00
430 · Electricity	0.00	0.00	0.00	0.00	0.00	0.00	4,166.67	4,166.67	4,166.67	4,166.67
Total 400 · Energy services	0.00	0.00	0.00	0.00	0.00	0.00	4,236.67	4,236.67	4,236.67	4,236.67
500 · Materials & supplies										
510 · Supplies										
511 · Supplies - COVID19 Response							40,000.00	909.09	909.09	909.09
510 · Supplies - Other								909.09	909.09	909.09
Total 510 · Supplies	0.00	0.00	0.00	0.00	0.00	0.00	40,000.00	909.09	909.09	909.09
520 · Textbooks							100,000.00	0.00	0.00	0.00
590 · Other Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	16,222.25
Total 500 · Materials & supplies	0.00	0.00	0.00	0.00	0.00	0.00	140,000.00	909.09	909.09	17,131.34
600 · Capital Outlay										
642 · Noncap. furniture & fixtures							-	-	-	-
644 · Non-capitalized computer hardwa	2,500.00						-	-	-	-
Total 600 · Capital Outlay	2,500.00						-	-	-	-
700 · Other expenses										
720 · Interest expense							64,883.33	64,883.33	64,883.33	64,883.33
730 · Dues & fees							401.12	401.12	401.12	401.12
731 · Issuer's Bond Fee							1,924.00	1,924.00	1,924.00	1,924.00
780 · Depreciation expense							15,997.93	15,997.93	15,997.93	15,997.93
790 · District Admin Fee							6,085.47	6,085.47	6,085.47	6,085.47
Total 700 · Other expenses	0.00	0.00	0.00	0.00	0.00	0.00	89,291.85	89,291.85	89,291.85	89,291.85
Total Expense	15,280.00	10,775.00	10,775.00	10,775.00	10,775.00	18,675.00	610,494.76	433,180.93	441,598.30	449,403.18
Net Ordinary Income	134,720.00	(10,775.00)	(10,775.00)	(10,775.00)	(10,775.00)	(18,675.00)	(145,909.93)	35,966.05	27,548.69	35,966.05
Other Income/Expense										
Other Income										
9700 · Internal funds revenue										
Total Other Income										
Other Expense										
9800 · Internal funds expenses										
Total Other Expense										
Net Other Income										
Net Income	134,720.00	(10,775.00)	(10,775.00)	(10,775.00)	(10,775.00)	(18,675.00)	(145,909.93)	35,966.05	27,548.69	35,966.05
Prior Month Cash Balance	134,720.00	134,720.00	123,945.00	113,170.00	102,395.00	91,620.00	72,945.00	(56,967.00)	(5,003.01)	38,543.61
Ending Cash Balance	134,720.00	(10,775.00)	(10,775.00)	(10,775.00)	(10,775.00)	(18,675.00)	(129,912.00)	51,963.98	43,546.62	51,963.98

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Total Cash balance on the Month

January 2023	February 2023	March 2023	April 2023	May 2023	June 2023	Base on 792 Enrollment July 2023	Base on 792 Enrollment Aug 2023	Base on 792 Enrollment Sept 2023	Base on 792 Enrollment Oct 2023
\$ 134,720.00	\$ 123,945.00	\$ 113,170.00	\$ 102,395.00	\$ 91,620.00	\$ 72,945.00	\$ (56,967.00)	\$ (5,003.01)	\$ 38,543.61	\$ 90,507.59

- Net Income
- Revenue balance + Depreciation
- Carry forward Cash balance prior year

A

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Bond purchases and capital purchases will be included as a capital assets and shows on the Balance Sheet as a Asset.  
 Products and services was base on the history of the Fleming Island campus, and a percentage of inflation was included  
 The Salaries is about a 50% of revenues and increases of 2% is added. Base on Fleming island Salaries and averages.  
 CSP is not considered in this Budget

St. Johns Classical Acad



	Base on 792 Enrollment Nov 2023	Base on 792 Enrollment Dec 2023	Base on 792 Enrollment Jan 2024	Base on 792 Enrollment Feb 2024	Base on 792 Enrollment March 2024	Base on 792 Enrollment April 2024	Base on 792 Enrollment May 2024	Base on 792 Enrollment June 2024
<b>CSP</b>								
3225 · Title II	3,000.00	3,000.00						
3245 · Title IV	6,000.00	-						
3246 · IDEA	2,027.75	2,027.75	2,027.75	2,027.75	2,027.75	2,027.75	2,027.75	-
<b>Total 3200 · Federal Funds</b>	<b>11,027.75</b>	<b>5,027.75</b>	<b>2,027.75</b>	<b>2,027.75</b>	<b>2,027.75</b>	<b>2,027.75</b>	<b>2,027.75</b>	<b>-</b>
<b>3300 · State sources</b>								
3310 · FEFP funding	304,273.50	304,273.50	304,273.50	304,273.50	304,273.50	304,273.50	304,273.50	304,273.50
3312 · Instructional Materials	5,261.00	5,261.00	5,261.00	5,261.00	5,261.00	5,261.00	5,261.00	5,261.00
3313 · Supplemental Academic Instructi	17,240.42	17,240.42	17,240.42	17,240.42	17,240.42	17,240.42	17,240.42	17,240.42
3314 · Safe Schools	3,618.25	3,618.25	3,618.25	3,618.25	3,618.25	3,618.25	3,618.25	3,618.25
3315 · Discretionary Millage Compressi	23,576.67	23,576.67	23,576.67	23,576.67	23,576.67	23,576.67	23,576.67	23,576.67
3316 · Digital Classroom	187.00	187.00	187.00	187.00	187.00	187.00	187.00	187.00
3317 · Reading Allocation	2,830.25	2,830.25	2,830.25	2,830.25	2,830.25	2,830.25	2,830.25	2,830.25
3318 · Lottery	-	-	-	-	-	-	-	-
3319 · Mental Health Assistance	2,761.42	2,761.42	2,761.42	2,761.42	2,761.42	2,761.42	2,761.42	2,761.42
3320 · Discretionary Local Effort	16,968.92	16,968.92	16,968.92	16,968.92	16,968.92	16,968.92	16,968.92	16,968.92
3321 · Total Funds Compression Allocat	2,076.08	2,076.08	2,076.08	2,076.08	2,076.08	2,076.08	2,076.08	2,076.08
3354 · Teacher Salary Increase Allocat	11,958.00	11,958.00	11,958.00	11,958.00	11,958.00	11,958.00	11,958.00	11,958.00
3355 · Class Size Reduction	66,124.67	66,124.67	66,124.67	66,124.67	66,124.67	66,124.67	66,124.67	66,124.67
3375 · Misc. state through local	-	-	-	-	-	-	-	-
3397 · Capital outlay funds	-	-	-	-	-	-	-	-
3398 · Safety Grant	10,000.00	-	-	-	-	-	-	-
3399 · Teacher lead program	-	-	-	-	-	-	-	-
3340 · GEERS	-	-	-	-	-	-	-	-
3341 · EESER	-	-	-	-	-	-	-	-
<b>Total 3300 · State sources</b>	<b>454,918.17</b>	<b>444,918.17</b>	<b>444,918.17</b>	<b>444,918.17</b>	<b>444,918.17</b>	<b>444,918.17</b>	<b>444,918.17</b>	<b>444,918.17</b>
<b>3400 · Local funds</b>								
3410 · Other income	2,534.40	2,534.40	2,534.40	2,534.40	2,534.40	2,534.40	2,534.40	-
3431 · Interest income	-	-	-	-	-	-	-	-
<b>Total 3400 · Local funds</b>	<b>2,534.40</b>	<b>2,534.40</b>	<b>2,534.40</b>	<b>2,534.40</b>	<b>2,534.40</b>	<b>2,534.40</b>	<b>2,534.40</b>	<b>-</b>
1/2 Cent	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67
<b>Total Income</b>	<b>485,146.98</b>	<b>469,146.98</b>	<b>466,146.98</b>	<b>466,146.98</b>	<b>466,146.98</b>	<b>466,146.98</b>	<b>466,146.98</b>	<b>461,584.83</b>
<b>Gross Profit</b>	<b>485,146.98</b>	<b>469,146.98</b>	<b>466,146.98</b>	<b>466,146.98</b>	<b>466,146.98</b>	<b>466,146.98</b>	<b>466,146.98</b>	<b>461,584.83</b>
<b>Expense</b>								
<b>100 · Salaries</b>								
110 · Administrator	17,500.00	17,500.00	17,500.00	17,500.00	17,500.00	17,500.00	17,500.00	17,500.00
120 · Classroom teacher	199,333.33	199,333.33	199,333.33	199,333.33	199,333.33	199,333.33	199,333.33	199,333.33
<b>130 · Other certified</b>								
131 · Covid19 Response team- Certif	-	-	-	-	-	-	-	-
130 · Other certified - Other	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00
<b>Total 130 · Other certified</b>	<b>20,000.00</b>	<b>20,000.00</b>	<b>20,000.00</b>	<b>20,000.00</b>	<b>20,000.00</b>	<b>20,000.00</b>	<b>20,000.00</b>	<b>20,000.00</b>
<b>140 · Substitute teacher</b>								
141 · Sub - COVID19 Response Team	-	-	-	-	-	-	-	-
140 · Substitute teacher - Other	5,555.56	2,777.78	5,555.56	5,555.56	2,777.78	5,555.56	5,555.56	-
<b>Total 140 · Substitute teacher</b>	<b>5,555.56</b>	<b>2,777.78</b>	<b>5,555.56</b>	<b>5,555.56</b>	<b>2,777.78</b>	<b>5,555.56</b>	<b>5,555.56</b>	<b>0.00</b>
<b>160 · Other support personnel</b>								
161 · Other - COVID19 Response Team	-	-	-	-	-	-	-	-
160 · Other support personnel - Other	35,727.27	35,727.27	35,727.27	35,727.27	35,727.27	35,727.27	35,727.27	-
<b>Total 160 · Other support personnel</b>	<b>35,727.27</b>	<b>35,727.27</b>	<b>35,727.27</b>	<b>35,727.27</b>	<b>35,727.27</b>	<b>35,727.27</b>	<b>35,727.27</b>	<b>0.00</b>
<b>Total 100 · Salaries</b>	<b>278,116.16</b>	<b>275,338.38</b>	<b>278,116.16</b>	<b>278,116.16</b>	<b>275,338.38</b>	<b>278,116.16</b>	<b>278,116.16</b>	<b>236,833.33</b>
<b>200 · Employee benefits</b>								
<b>220 · Payroll taxes</b>								
221 · COVID19 Response Team	-	-	-	-	-	-	-	-
220 · Payroll taxes - Other	19,468.13	19,273.69	19,468.13	19,468.13	19,273.69	19,468.13	19,468.13	16,578.33
<b>Total 220 · Payroll taxes</b>	<b>19,468.13</b>	<b>19,273.69</b>	<b>19,468.13</b>	<b>19,468.13</b>	<b>19,273.69</b>	<b>19,468.13</b>	<b>19,468.13</b>	<b>16,578.33</b>
<b>230 · Health Insurance</b>								
231 · COVID19 Response Team	-	-	-	-	-	-	-	-

St. Johns Classical Acad



	Base on 792 Enrollment Nov 2023	Base on 792 Enrollment Dec 2023	Base on 792 Enrollment Jan 2024	Base on 792 Enrollment Feb 2024	Base on 792 Enrollment March 2024	Base on 792 Enrollment April 2024	Base on 792 Enrollment May 2024	Base on 792 Enrollment June 2024
230 · Health Insurance - Other	19,425.00	19,425.00	19,425.00	19,425.00	19,425.00	19,425.00	19,425.00	19,425.00
Total 230 · Health Insurance	19,425.00	19,425.00	19,425.00	19,425.00	19,425.00	19,425.00	19,425.00	19,425.00
232 · Workers Comp expense	2,081.08	2,081.08	2,081.08	2,081.08	2,081.08	2,081.08	2,081.08	2,081.08
241 · Retirement Expense	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
250 · Unemployment Compensation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total 200 · Employee benefits	40,974.21	40,779.77	40,974.21	40,974.21	40,779.77	40,974.21	40,974.21	38,084.42
300 · Purchased services								
310 · Professional & tech. services	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33
311 · Audit fees								8,000.00
313 · Payroll Fee	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33
319 · Technology-Prof. & Tech. Serv.	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33
320 · Property & casualty insurance	8,417.36		8,417.36		8,417.36		8,417.36	
330 · Travel	2,500.00	2,000.00	28,000.00	-	-	-	-	-
350 · Repairs & maintenance	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67
360 · Rent	1,365.21	1,365.21	1,365.21	1,365.21	1,365.21	1,365.21	1,365.21	1,365.21
361 · Safe school services	750.00	750.00	750.00	750.00	750.00	750.00	750.00	750.00
365 · Software subscription	947.91	947.91	947.91	947.91	947.91	947.91	947.91	947.91
370 · Postage	-	-	-	-	-	-	-	-
379 · Teleph.& Other Data Comm. Serv.	2,423.17	2,423.17	2,423.17	2,423.17	2,423.17	2,423.17	2,423.17	2,423.17
380 · Water	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00
390 · Other purchased services	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
393 · Marketing		1,500.00						1,500.00
Total 300 · Purchased services	30,570.31	23,152.95	56,070.31	19,652.95	28,070.31	19,652.95	28,070.31	27,402.95
400 · Energy services								
410 · Natural Gas	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00
430 · Electricity	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67
Total 400 · Energy services	4,236.67	4,236.67	4,236.67	4,236.67	4,236.67	4,236.67	4,166.67	4,166.67
500 · Materials & supplies								
510 · Supplies								
511 · Supplies - COVID19 Response	909.09	909.09	909.09	909.09	909.09	909.09	909.09	909.10
510 · Supplies - Other	909.09	909.09	909.09	909.09	909.09	909.09	909.09	909.10
Total 510 · Supplies	909.09	909.09	909.09	909.09	909.09	909.09	909.09	909.10
520 · Textbooks	0.00	0.00	25,000.00	0.00	0.00	0.00	0.00	5,000.00
590 · Other Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total 500 · Materials & supplies	909.09	909.09	25,909.09	909.09	909.09	909.09	909.09	5,909.10
600 · Capital Outlay								
642 · Noncap. furniture & fixtures	-	-	-	-	-	-	-	-
644 · Non-capitalized computer hardwa	-	-	-	-	-	-	-	-
Total 600 · Capital Outlay	-	-	-	-	-	-	-	-
700 · Other expenses								
720 · Interest expense	64,883.33	64,883.33	64,883.33	64,883.33	64,883.33	64,883.33	64,883.33	64,883.33
730 · Dues & fees	401.12	401.12	401.12	401.12	401.12	401.12	401.12	401.12
731 · Issuer's Bond Fee	1,924.00	1,924.00	1,924.00	1,924.00	1,924.00	1,924.00	1,924.00	1,924.00
780 · Depreciation expense	15,997.93	15,997.93	15,997.93	15,997.93	15,997.93	15,997.93	15,997.93	15,997.93
790 · District Admin Fee	6,085.47	6,085.47	6,085.47	6,085.47	6,085.47	6,085.47	6,085.47	6,085.47
Total 700 · Other expenses	89,291.85	89,291.85	89,291.85	89,291.85	89,291.85	89,291.85	89,291.85	89,291.85
Total Expense	444,098.30	433,708.71	494,598.30	433,180.93	438,626.07	433,180.93	441,688.30	401,688.32
Net Ordinary Income	41,048.69	35,438.27	(28,451.31)	32,966.05	27,520.91	32,966.05	24,618.69	59,896.52
Other Income/Expense								
Other Income								
9700 · Internal funds revenue								
Total Other Income								
Other Expense								
9800 · Internal funds expenses								
Total Other Expense								
Net Other Income								
Net Income	41,048.69	35,438.27	(28,451.31)	32,966.05	27,520.91	32,966.05	24,618.69	59,896.52
Prior Month Cash Balance	90,507.59	147,554.21	198,990.41	186,537.03	235,501.02	279,019.86	327,983.84	368,600.46
Ending Cash Balance	57,046.62	51,436.21	(12,453.38)	48,963.98	43,518.84	48,963.98	40,616.62	75,894.45

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St. Johns Classical Acad



	<b>Base on 792 Enrollment Nov 2023</b>	<b>Base on 792 Enrollment Dec 2023</b>	<b>Base on 792 Enrollment Jan 2024</b>	<b>Base on 792 Enrollment Feb 2024</b>	<b>Base on 792 Enrollment March 2024</b>	<b>Base on 792 Enrollment April 2024</b>	<b>Base on 792 Enrollment May 2024</b>	<b>Base on 792 Enrollment June 2024</b>
<b>Total Cash balance on the Month</b>	\$ 147,554.21	\$ 198,990.41	\$ 186,537.03	\$ 235,501.02	\$ 279,019.86	\$ 327,983.84	\$ 368,600.46	\$ 444,494.91

■ Net Income  
■ Revenue balance + Depreciation  
■ Carry forward Cash balance prior year

A  
 TS  
 IA  
 Bond purchases and capital purchases will be included as a ca  
 Products and services was base on the history of the Fleming  
 The Salaries is about a 50% of revenues and increases of 2% is  
 CSP is not considered in this Budget

**Applicant History Worksheet - Addendum B**  
**Schools Currently or Previously Operated by Governing Board**

Form IEPC-M1A  
 Rule 6A-6.0786  
 August 2015

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)
St. Johns Classical Academy, Inc.			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at <a href="http://schoolgrades.fldoe.org/">http://schoolgrades.fldoe.org/</a> .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at <a href="http://www.myflorida.com/audgen/">http://www.myflorida.com/audgen/</a> or request from authorizing district.
<b>Year 0 (Most Recent Year)</b>								
Clay	St. Johns Classical Academy	10-0667	Active	N/A	TBD	0	0	No
<b>Year -1</b>								
Clay	St. Johns Classical Academy	10-0667		N/A	A	0	0	No
<b>Year -2</b>								
Clay	St. Johns Classical Academy	10-0667		N/A	Covid - No Grade	0	0	No
<b>Year -3</b>								
Clay	St. Johns Classical Academy	10-0667		N/A	A	0	0	No
<b>Year -4</b>								
Clay	St. Johns Classical Academy	10-0667		N/A	C	0	0	No





## St. Johns Classical Academy Second Campus Reduced @75%

	Start up Budget Enrollment 0	Base on 634 Scholars FYNEW New Campus	Base on 650 Scholars FYTWO New Campus	Base on 666 Scholars FYTHREE New Campus	Base on 684 Scholars FYFOUR New Campus	Base on 698 Scholars FYFIVE New Campus
<b>CSP</b>						
3225 · Title II		15,000.00	15,300.00	15,606.00	15,918.12	16,236.48
3245 · Title IV		5,000.00	5,100.00	5,202.00	5,306.04	5,412.16
3246 · IDEA		20,277.50	20,277.50	20,277.50	20,277.50	20,277.50
<b>Total 3200 · Federal Funds</b>		<b>40,277.50</b>	<b>40,677.50</b>	<b>41,085.50</b>	<b>41,501.66</b>	<b>41,926.14</b>
<b>3300 · State sources</b>						
3310 · FEFP funding		2,922,447.00	3,058,037.00	3,130,227.00	3,245,640.00	3,344,407.00
3312 · Instructional Materials		50,540.00	51,813.00	53,089.00	54,523.00	55,639.00
3313 · Supplemental Academic Instructi		165,619.00	169,792.00	173,976.00	178,674.00	182,332.00
3314 · Safe Schools		34,759.00	35,634.00	36,512.00	37,498.00	38,266.00
3315 · Discretionary Millage Compressi		226,488.00	232,195.00	237,915.00	244,341.00	249,343.00
3316 · Digital Classroom		1,797.00	1,842.00	1,887.00	1,938.00	1,978.00
3317 · Reading Allocation		27,184.00	27,839.00	28,496.00	29,234.00	29,808.00
3318 · Lottery		-	-	-	-	-
3319 · Mental Health Assistance		26,528.00	27,196.00	27,866.00	28,619.00	29,204.00
3320 · Discretionary Local Effort		162,986.00	166,914.00	170,852.00	175,275.00	178,717.00
3321 · Total Funds Compression Allocat		19,943.00	20,446.00	20,950.00	21,515.00	21,956.00
3354 · Teacher Salary Increase Allocat		114,856.00	117,624.00	120,399.00	123,517.00	125,942.00
3355 · Class Size Reduction		635,068.00	650,105.00	665,142.00	682,059.00	695,216.00
3375 · Misc. state through local		-	-	-	-	-
3397 · Capital outlay funds		-	288,000.00	308,160.00	329,731.20	352,812.38
3398 · Safety Grant		10,000.00	11,000.00	12,100.00	13,310.00	14,641.00
3399 · Teacher lead program		14,747.50	14,747.50	17,697.00	17,402.05	17,991.95
3340 · GEERS		-	-	-	-	-
3341 · EESER		-	-	-	-	-
<b>Total 3300 · State sources</b>		<b>4,298,106.50</b>	<b>4,755,560.50</b>	<b>4,884,869.00</b>	<b>5,059,759.25</b>	<b>5,212,311.33</b>
<b>3400 · Local funds</b>						
3410 · Other income	150,000.00	45,288.00	45,800.00	46,312.00	46,888.00	47,336.00
3431 · Interest income		-	-	-	-	-
<b>Total 3400 · Local funds</b>	<b>150,000.00</b>	<b>45,288.00</b>	<b>45,800.00</b>	<b>46,312.00</b>	<b>46,888.00</b>	<b>47,336.00</b>
<b>1/2 Cent</b>		<b>180,000.00</b>	<b>192,600.00</b>	<b>206,082.00</b>	<b>220,507.74</b>	<b>235,943.28</b>
<b>Total Income</b>	<b>150,000.00</b>	<b>4,563,672.00</b>	<b>5,034,638.00</b>	<b>5,178,348.50</b>	<b>5,368,656.65</b>	<b>5,537,516.76</b>
<b>Gross Profit</b>	<b>150,000.00</b>	<b>4,563,672.00</b>	<b>5,034,638.00</b>	<b>5,178,348.50</b>	<b>5,368,656.65</b>	<b>5,537,516.76</b>
<b>Expense</b>						
<b>100 · Salaries</b>						
110 · Administrator	45,000.00	140,000.00	142,800.00	145,600.00	148,400.00	151,200.00
120 · Classroom teacher		2,070,000.00	2,228,700.00	2,272,400.00	2,364,550.00	2,457,650.00



## St. Johns Classical Academy Second Campus Reduced @75%

	Start up Budget Enrollment 0	Base on 634 Scholars FYONE New Campus	Base on 650 Scholars FYTWO New Campus	Base on 666 Scholars FYTHREE New Campus	Base on 684 Scholars FYFOUR New Campus	Base on 698 Scholars FYFIVE New Campus
<b>130 · Other certified</b>						
131 · Covid19 Response team- Certif		-	-	-	-	-
130 · Other certified - Other		177,500.00	207,825.00	251,425.00	256,275.00	282,625.00
<b>Total 130 · Other certified</b>	-	177,500.00	207,825.00	251,425.00	256,275.00	282,625.00
<b>140 · Substitute teacher</b>						
141 · Sub - COVID19 Response Team						
140 · Substitute teacher - Other		25,000.00	30,000.00	36,000.00	43,200.00	51,840.00
<b>Total 140 · Substitute teacher</b>	0.00	25,000.00	30,000.00	36,000.00	43,200.00	51,840.00
<b>160 · Other support personnel</b>						
161 · Other - COVID19 Response Team		-	-	-	-	-
160 · Other support personnel - Other		319,500.00	354,450.00	361,400.00	386,200.00	393,500.00
<b>Total 160 · Other support personnel</b>	0.00	319,500.00	354,450.00	361,400.00	386,200.00	393,500.00
<b>Total 100 · Salaries</b>	45,000.00	2,732,000.00	2,963,775.00	3,066,825.00	3,198,625.00	3,336,815.00
<b>200 · Employee benefits</b>						
<b>220 · Payroll taxes</b>						
221 · COVID19 Response Team		0.00	-	-	-	-
220 · Payroll taxes - Other	3,150.00	191,240.00	207,464.25	214,677.75	229,705.19	245,784.56
<b>Total 220 · Payroll taxes</b>	3,150.00	191,240.00	207,464.25	214,677.75	229,705.19	245,784.56
<b>230 · Health Insurance</b>						
231 · COVID19 Response Team		0.00	-	-	-	-
230 · Health Insurance - Other	900.00	192,150.00	211,365.00	232,501.50	255,751.65	281,326.82
<b>Total 230 · Health Insurance</b>	900.00	192,150.00	211,365.00	232,501.50	255,751.65	281,326.82
232 · Workers Comp expense	0.00	24,973.00	25,472.46	28,019.71	30,821.68	33,903.84
241 · Retirement Expense		0.00	-	-	-	-
250 · Unemployment Compensation	0.00	0.00	-	-	-	-
<b>Total 200 · Employee benefits</b>	4,050.00	408,363.00	444,301.71	475,198.96	516,278.52	561,015.22
<b>300 · Purchased services</b>						
310 · Professional & tech. services	20,000.00	10,400.00	10,608.00	10,820.16	11,036.56	11,257.29
311 · Audit fees	2,000.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00
313 · Payroll Fee	5.00	20,000.00	20,400.00	20,808.00	21,224.16	21,648.64
319 · Technology-Prof. & Tech. Serv.		25,000.00	25,500.00	26,010.00	26,530.20	27,060.80
320 · Property & casualty insurance		32,827.72	33,484.28	34,153.96	34,837.04	35,533.78
330 · Travel	500.00	15,000.00	-	17,250.00	19,837.50	19,837.50
350 · Repairs & maintenance		25,000.00	25,500.00	26,010.00	26,530.20	27,060.80
360 · Rent		10,400.00	10,608.00	10,820.16	11,036.56	11,257.29
361 · Safe school services		12,000.00	3,000.00	3,060.00	3,121.20	3,183.62
365 · Software subscription		7,475.00	7,624.50	7,776.99	7,932.53	8,091.18
370 · Postage		-	-	-	-	-
379 · Teleph.& Other Data Comm. Serv.		18,900.73	19,278.74	19,664.32	20,057.60	20,458.75



## St. Johns Classical Academy Second Campus Reduced @75%

	Start up Budget Enrollment 0	Base on 634 Scholars FYONE New Campus	Base on 650 Scholars FYTWO New Campus	Base on 666 Scholars FYTHREE New Campus	Base on 684 Scholars FYFOUR New Campus	Base on 698 Scholars FYFIVE New Campus
380 · Water		8,500.00	8,670.00	8,843.40	9,020.27	9,200.67
390 · Other purchased services		5,000.00	5,100.00	5,202.00	5,306.04	5,412.16
393 · Marketing	3,000.00	3,000.00	-	-	-	-
<b>Total 300 · Purchased services</b>	<b>25,505.00</b>	<b>201,503.45</b>	<b>177,773.52</b>	<b>198,418.99</b>	<b>184,632.37</b>	<b>208,002.52</b>
400 · Energy services						
410 · Natural Gas		250.00	300.00	350.00	400.00	450.00
430 · Electricity	0.00	26,000.00	26,520.00	27,050.40	27,591.41	28,143.24
<b>Total 400 · Energy services</b>	<b>0.00</b>	<b>26,250.00</b>	<b>26,820.00</b>	<b>27,400.40</b>	<b>27,991.41</b>	<b>28,593.24</b>
500 · Materials & supplies						
510 · Supplies						
511 · Supplies - COVID19 Response		0.00	-	-	-	-
510 · Supplies - Other		15,000.00	16,500.00	18,150.00	19,965.00	21,961.50
<b>Total 510 · Supplies</b>	<b>0.00</b>	<b>15,000.00</b>	<b>16,500.00</b>	<b>18,150.00</b>	<b>19,965.00</b>	<b>21,961.50</b>
520 · Textbooks		85,000.00	25,000.00	25,000.00	25,000.00	25,000.00
590 · Other Materials and Supplies	0.00	14,747.50	14,747.50	17,697.00	17,402.05	17,991.95
<b>Total 500 · Materials &amp; supplies</b>	<b>0.00</b>	<b>114,747.50</b>	<b>56,247.50</b>	<b>60,847.00</b>	<b>62,367.05</b>	<b>64,953.45</b>
600 · Capital Outlay						
642 · Noncap. furniture & fixtures		-	-	-	-	-
644 · Non-capitalized computer hardwa	2,500.00	-	-	-	-	-
<b>Total 600 · Capital Outlay</b>	<b>2,500.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
700 · Other expenses						
720 · Interest expense		778,599.96	1,162,599.96	1,162,599.96	1,162,599.96	1,162,599.96
730 · Dues & fees		4,813.40	4,813.40	4,813.40	4,813.40	4,813.40
731 · Issuer's Bond Fee		23,088.00	23,088.00	23,088.00	23,088.00	23,088.00
780 · Depreciation expense		91,975.18	183,950.36	183,950.36	183,950.36	183,950.36
790 · District Admin Fee		86,518.43	87,056.48	87,599.68	88,136.57	88,696.42
<b>Total 700 · Other expenses</b>	<b>0.00</b>	<b>984,994.97</b>	<b>1,461,508.20</b>	<b>1,462,051.40</b>	<b>1,462,588.29</b>	<b>1,463,148.14</b>
<b>Total Expense</b>	<b>77,055.00</b>	<b>4,467,858.92</b>	<b>5,130,425.93</b>	<b>5,290,741.74</b>	<b>5,452,482.64</b>	<b>5,662,527.56</b>
<b>Net Ordinary Income</b>	<b>72,945.00</b>	<b>95,813.08</b>	<b>(95,787.93)</b>	<b>(112,393.24)</b>	<b>(83,825.99)</b>	<b>(125,010.80)</b>
<b>Other Income/Expense</b>						
Other Income		-	-	-	-	-
9700 · Internal funds revenue						
<b>Total Other Income</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Other Expense						
9800 · Internal funds expenses						
<b>Total Other Expense</b>						
<b>Net Other Income</b>						
<b>Net Income</b>	<b>72,945.00</b>	<b>95,813.08</b>	<b>(95,787.93)</b>	<b>(112,393.24)</b>	<b>(83,825.99)</b>	<b>(125,010.80)</b>



## St. Johns Classical Academy Second Campus Reduced @75%

	Start up Budget Enrollment 0	Base on 634 Scholars FYONE New Campus	Base on 650 Scholars FYTWO New Campus	Base on 666 Scholars FYTHREE New Campus	Base on 684 Scholars FYFOUR New Campus	Base on 698 Scholars FYFIVE New Campus
Prior Year Cash Balance	-	72,945.00	260,733.26	348,895.69	420,452.81	520,577.18
Ending Cash Balance	72,945.00	187,788.26	88,162.43	71,557.12	100,124.37	58,939.56
<b>Total Cash balance on the Year</b>	\$ 72,945.00	\$ 260,733.26	\$ 348,895.69	\$ 420,452.81	\$ 520,577.18	\$ 579,516.74

- Net Income
- Revenue balance + Depreciation
- Carry forward Cash balance prior year

A inflation of 2% or \$50.00 is added in each year in the base rate per student allocation on revenues. A conservative number was use on all other allocations on revenuebased on the worksheet provided by the FDOE and no inflation rate or increase was added.

TSIA was projecteed but was not included the total, base of no much information, if new school should be included or not. Capital outlay was considered only second year on forward to be conservative.

Bond purchases and capital purchases will be included as a capital assets and shows on the Balance Sheet as a Asset.

Products and services was base on the history of the Fleming Island campus, and a percentage of inflation was included

The Salaries is about a 50% of revenues and increases of 2% is added. Base on Fleming island Salaries and averages.

CSP is not considered in this Budget

#### IV. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for St. Johns 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 Ashley M. O'Neal, Dean of Students to sign as the legal correspondent for the school.

  
\_\_\_\_\_  
*Signature*

02/24/2022  
*Date*

Diane Hutchings, Founding President  
*Printed Name*

## 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.**

St. Johns Classical Academy Fleming Island

- B. Identify the High-Performing Charter School that the applicant intends to replicate, if different from the school identified in the previous question.**

N/A

- C. Describe how the proposed school will be substantially similar to the high-performing school that is being replicated.**

St. Johns Classical Academy Lake Asbury will be substantially similar to St. Johns Classical Academy Fleming Island in a variety of ways. The school will operate under the same Governing Board and will also be a Hilldale Member K-12 School. The Headmaster and Deans will oversee both campuses to ensure both schools adhere to the same mission, vision, virtues, and most importantly the distinct and rigorous Classical Curriculum. Faculty and staff from both campuses will attend all trainings offered through Hillsdale College and will continue to strictly adhere to all requirements to keep its membership with Hillsdale College.

- 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.**

The projected student population for both schools is approximately 800-1,000 students. The demographics of both locations are very similar in nature.

- 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.**

As seen in the diagram below, the current leadership team and staff members will oversee both campuses to ensure the new school mirrors the existing school in all aspects. They will be heavily involved in all operations of both campuses- this includes curriculum, hiring, training, finances, instruction, handbooks, policies, procedures, master schedule, etc. During the 2022-2023 school year, the leadership team will begin to train current faculty and staff to serve in the new leadership and staff roles that will become available when the Lake Asbury campus opens. This will ensure a seamless transition from one school to two, as the expectation will be the same for both for all aspects of the school.



