Academy of Career and Technical Innovations Inc.

Grade 6 through 12

Submitted to Clay County Public Schools

July 2026

To Open August 2027

Rule 6A-6.0786
F.A.C. Form
IEPCM1
Effective August 2024 (formatted)

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: **Academy of Career and Technical Innovations, Inc.**

NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: **Academy of Career and Technical Innovations, 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: **Latanya E. Peterson**

TITLE/RELATIONSHIP TO NON-PROFIT: **Consultant**

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

Full Name	Current Job Title & Employer	Role with Proposed School
Isaac Brohinsky	Financial Advisor, Financial Independence Advisors	Board Member
Nicole Carroll	Business Development, Suncoast Credit Union	Board Member, Chair
Kevin Grant	Finance Manager, Jacksonville Police and Fire Pension Plan	Board Member, Vice Chair
Latoshia Hall	Realtor	Board Member, Secretary
Johnathan Watts	Business Owner	Board Member

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

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

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

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

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

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

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

Name of ESP:

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

_____Seeks approval to replicate an existing High Performing Charter school model pursuant to section 1002.331, F.S.

(Applicant must complete Addendum A1.)

Does the applicant group have one or more charter school applications under consideration by any other authorizer(s) in the United States or intend to apply for one or more charter school applications to open in the upcoming school year other than the one presented here?__Yes **X**__No, *If yes, complete the table below (add lines as necessary)*.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

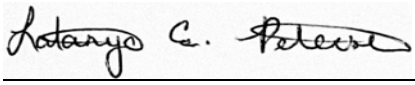
Does this applicant group have approved applications for schools or campuses scheduled to open in the United States in the future? Yes **X** No ___

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

Planned School Name	Authorizer	City, State	Opening Date

Does this applicant group operate schools or campuses in Florida or elsewhere in the United States? Yes **X** No *If yes, complete DOE Form IEPC-M1A which can be found 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 afterward. I understand that incomplete applications will not be considered. The person named as the contact person for the application is authorized to serve as the primary contact for this application on behalf of the applicant.



Signature

Consultant

Title

Latanya E. Peterson

Printed Name

July 20, 2026

Date

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EXECUTIVE SUMMARY

The Academy of Career and Technical Innovations (ACTI) is a proposed public charter school serving students in grades 6-12 that redefines secondary education through a career-focused, academically rigorous instructional model. ACTI integrates Florida standards-aligned core academics with hands-on, real-world learning to prepare students for college, career, and workforce success in high-demand industries.

ACTI will offer career pathways in Architecture & Construction, Engineering & Technology Education, Health Science, and Transportation, Distribution & Logistics, allowing students to explore career interests in middle school and formally select a pathway beginning in Grade 8. Through project-based learning, industry-aligned curriculum, and mentorship with local professionals, students will develop technical skills, professional competencies, and strong academic foundations.

The school's instructional model is grounded in workforce relevance, interdisciplinary learning, and personalized student support. Core academic instruction is reinforced through applied projects and simulations, ensuring students can transfer knowledge from the classroom to authentic career contexts. ACTI's design promotes educational equity by providing all students with access to high-quality, hands-on learning opportunities aligned to both student interests and regional workforce needs.

ACTI's program is built on five pillars: academic excellence, workforce certifications, personalized support, community partnerships, and a values-driven school culture. A distinctive feature of the school is its modified block schedule and daily Fusion Block, a 60-minute session that integrates lunch, academic intervention, lab work, peer collaboration, and career exploration. This structure allows for targeted academic support while maximizing instructional time for applied learning.

Holistic student development is a central focus on ACTI. Counselors, advisors, and industry mentors will guide students through academic planning, career exploration, and postsecondary preparation. ACTI's goal is that every graduate earns a high school diploma, at least one industry-recognized credential, and a clear plan for employment, post-secondary education, or advanced training.

ACTI will be governed by a mission-driven board with expertise in education, workforce development, nonprofit leadership, and community engagement. The school will operate with strong systems of accountability, data-informed decision-making, and fiscal responsibility to ensure continuous improvement and long-term sustainability.

By blending rigorous academics with meaningful career preparation, ACTI aims to become a model for innovative, career-focused secondary education in Florida-producing confident, skilled, and purpose-driven graduates prepared to succeed in an evolving economy.

I. EDUCATIONAL PLAN

SECTION 1: MISSION, GUIDING PRINCIPLES AND PURPOSE

A. Provide the mission statement for the proposed charter school.

Vision Statement

The Academy of Career and Technical Innovations envisions a future in which all students graduate prepared for success in both higher education and the workforce as responsible, skilled, and engaged citizens in a rapidly evolving world. ACTI strives to be a catalyst for change in secondary education by delivering innovative, interdisciplinary, and career-focused learning experiences that extend beyond the classroom. Through rigorous academics, real-world application, and strong community partnerships, ACTI empowers students to think critically, solve complex problems, and pursue meaningful career pathways leading to industry certification and lifelong opportunity.

Mission Statement

The mission of the Academy of Career and Technical Innovations is to prepare students for a dynamic future through innovative, career-focused education that integrates rigorous academics with technical and STEAM learning. By aligning instruction with workforce demands and fostering strong industry partnerships, ACTI provides real-world learning experiences that develop leadership, responsibility, and career readiness in high-demand pathways, including Architecture & Construction, Engineering & Technology Education, Health Science, and Transportation, Distribution & Logistics.

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

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

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system. Page(s)6, 9-18, 19-31, 32-43.*
- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. Page (s)32-43, 62-68, 108-110*
- *Provide parents with sufficient information on whether their child is reading at grade level and whether their child gains at least a year's worth of learning for every year spent in the charter school. Page(s) 19-31, 32-43, 89-92, 125-128, Attachment D*

C. Provide the page number(s) of the material within this application that describes how the proposed school will meet the prescribed purposes for charter schools found in section 1002.33 (2)(b), F.S.

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

- *Improve student learning and academic achievement. Page (s) 9-18, 19-31, 32-43*
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. Page(s)19-31, 32-43, 44-50, 51-56, 125-128.*
- *Encourage the use of innovative learning methods. Page (s)9-18,19-31, 116-120.*
- *Require the measurement of learning outcomes. Page(s)32-43, 108-110.*

D. Provide the page number(s) of the material within this application that describes how the proposed charter school will fulfill the optional purposes does not apply to the proposed school, please note "N/A" This section is optional.

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

- *Create innovative measurements tools. N/A*
- *Provide rigorous competition with the public school district to stimulate continual improvement in all public schools. Page(s) 6, 9-18, 32-43.*
- *Expand the capacity of the public school system. 7-8, 85-88.*
- *Mitigate the educational impact created by the development of new residential dwelling units. Page(s) N/A*
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site. Page(s) 69-75, 76-82, 83-84*

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. If the applicant intends to have enrollment preferences, they should be described in Section 14 of the application.

The Academy of Career and Technical Innovations (ACTI) will serve students in grades 6 through 12 who are seeking an educational experience that blends academic rigor with career and technical preparation. The anticipated student population includes students with diverse academic backgrounds who are interested in exploring career pathways, earning industry-recognized certifications, and engaging in hands-on, real-world learning alongside core academic instruction. This population directly aligns with ACTI's mission to prepare students with the skills, credentials, and experiences necessary for success in postsecondary education and the workforce.

ACTI will be open to all students eligible to attend Clay County Public Schools, including out-of-district students permitted under Florida's open enrollment policies. Students will be admitted through a randomized lottery process. ACTI does not intend to limit enrollment or give preference to any specific student population, except as expressly permitted under Section

1002.33 (10)(d) and (e), Florida Statutes. Any allowable enrollment preferences such as siblings of enrolled students or children of school employees are described in Section 14 of this application.

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

The facility has not yet been identified. Oakleaf area, Orange Park, Keystone Heights, Green Cove Springs are areas that are under consideration.

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.

We intend to open with 132 sixth-grade students. Adding a grade per year, we would reach full capacity in Year 7, with a total of 924 students.

Table 2.1 Enrollment Projections

Grade Level	Number of Students				
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
5	132	132	132	132	132
7		132	132	132	132
8			132	132	132
9				132	132
10					132
11					
12					
Total	**132**	**264**	**396**	**528**	**660**

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

Enrollment Projections Methodology

Enrollment projections for the Academy of Career and Technical Innovations (ACTI) were developed through three complementary analyses: workforce demand, educational gap, and district enrollment.

Workforce Demand Analysis.

ACTI reviewed Florida Commerce's Insight 30-year population and workforce projections at the Clay County zip code level, identifying continued and growing regional demand for skilled workers in industries aligned with the school's career pathways: Architecture & Construction, Engineering & Technology Education, Health Science, and Transportation, Distribution & Logistics.

District Enrollment Analysis.
ACTI analyzed CCDS student enrollment data from the district's student information system, examining current populations, projected enrollment growth, and school capacity trends within the proposed service area (Green Cove Springs, Lake Asbury, Middleburg, Orange Park and Fleming Island). Clay County is one of Florida's fastest-growing counties, with continued residential development driving secondary school enrollment, confirming the availability of a student population sufficient to support ACTI's opening enrollment.

Opening Enrollment and Phased Growth.
Based on this analysis, ACTI determined that the opening enrollment of 132 students in Grade 6 is appropriate and reasonable. This projection aligns with Florida class size requirements under SS 1003.03, F.S. and Article IX, Section 1, Florida Constitution (Class Size Amendment), with 132 students across six sections of 22 students each, consistent with the Grade 4-8 class size maximum and measured at the school average level under SS 1003.03 (4), F.S. ACTI adds one grade per year, growing to full Grade 6-12 enrollment of approximately 924 students by Year 7. Supporting demographic and workforce data are included in Attachment FF.

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.

Year One Enrollment and Growth Rationale
The Academy of Career and Technical Innovations (ACTI) will open with sixth grade students only in its first year of operation, as reflected in the enrollment table above, to establish a strong foundation for its career-focused instructional model. Limiting enrollment to a single grade level allows staff to concentrate resources on implementing curriculum, instructional strategies, student supports, and certification pathways with fidelity before expanding to additional grades. ACTI will follow a phased cohort growth model, enrolling in a new group of sixth-grade students each year while advancing existing students to the next grade level. This approach will allow the school to gradually expand to serve grades 6 through 12 over a seven-year period. The growth plan is based on projected community demand for early career exploration opportunities, particularly in the school's proposed service areas where access to middle school career and technical education is limited.

This deliberate and measured expansion supports instructional quality, staff capacity, and student outcomes, ensuring that systems, supports, and partnerships are fully developed at each stage of growth as enrollment increases.

SECTION 3: EDUCATIONAL PROGRAM DESIGN

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

Overview of the Educational Program

The Academy of Career and Technical Innovations (ACTI) offer a career-focused, academically rigorous educational program. Designed to prepare middle and high school students for success in postsecondary education, industry certification, and the workforce. The program integrates Florida B.E.S.T. Standards-aligned core academics with Career and Technical Education (CTE), project-based learning, and real-world industry engagement.

ACTI's educational program is intentionally designed to ensure academic excellence, continuous student growth, and workforce readiness. Students develop foundational academic skills while applying their learning through hands-on projects, simulations, and work-based learning experiences aligned to high-demand career pathways. This integrated model ensures students graduate with both a high school diploma and industry-recognized credentials, prepared to succeed in a rapidly changing economy.

Instructional Model and Academic Program

ACTI's instructional model is grounded in research-based practices and informed by more than 35 years of educational research, including work of Robert J. Marzano. The model provides a structured framework that supports consistent, high-quality instruction across all classrooms while allowing for personalization and innovation.

The instructional framework includes six interconnected components:

1. Baseline assessment
2. Data-driven instruction
3. Ongoing assessment
4. Grading
5. Reporting
6. Instructional decision-making

This process aligns with research on formative assessment (Black &William), data-driven instruction (Bambrick-Santoyo), continuous improvement (Fullan), and effective grading practices (Guskey). Together, these elements ensure instructional decisions are grounded in evidence and responsive to student needs.

Core academic instruction focuses on mastery of Florida B.E.S.T. Standards in English Language Arts, Mathematics, Science, and Social Studies. Instruction is supported by technology tools that allow educators to track progress, personalize instruction, and provide timely interventions. Personalized Learning Plans (PLPs) are implemented to empower students to take an active role in setting goals, monitoring progress, and reflecting growth.

Career and Technical Education Program

Career and Technical Education is a defining feature of ACTI's educational program. ACTI offers structured pathways in:

- Architecture & Construction
- Engineering & Technology Education (including STEAM opportunities)

- Health Science
- Transportation, Distribution & Logistics

Middle School CTE Implementation

In grades 6 and 7, students participate in career awareness and exploration through integrated coursework and age-appropriate work-based learning. Instruction emphasizes understanding how academic learning connects to real-world careers, exposure to multiple industries, and development of foundational employability skills.

Career awareness experience include:

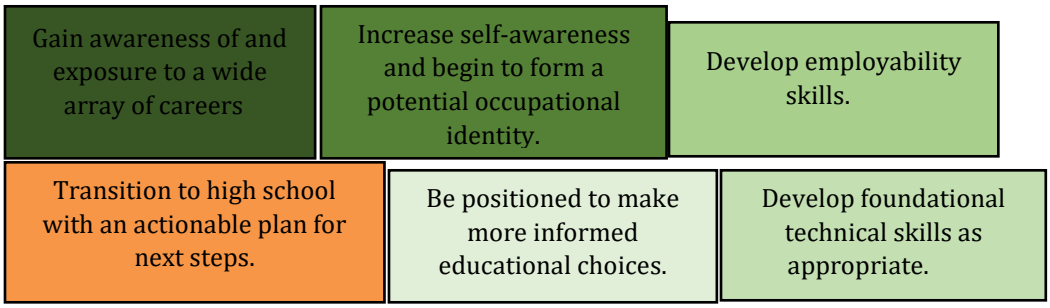
- Guest speakers and industry mentors
- Field trips and job shadowing opportunities
- Community service and service-learning projects
- School-based entrepreneurial activities

In Grade 8, students transition into career exploration, completing interest inventories and selecting a pathway to pursue during high school. This structured progression allows students to make informed decisions while maintaining flexibility.

High School CTE Implementation

In grades 9-12, students follow a coherent pathway leading to industry certification. Coursework, applied projects, and work-based learning experiences are aligned to industry expectations and certification requirements. Students engage in internships, apprenticeships, and certification preparation beginning in the sophomore and junior years, as appropriate.

The work-based learning continuum (Figure 1.4) illustrates ACTI's progression from career awareness to exploration and preparation.



Source: Advance CTE and ACTE[1]

Instructional Strategies and Learning Experiences

ACTI utilizes project-based learning (PBL) and inquiry-based instruction as primary instructional strategies. Educators design learning experience that integrate academic standards with authentic workplace challenges. Students may:

- Build construction models
- Simulate healthcare procedures

[1] Figure contents quoted verbatim from: Ibid., pp. 3-4

- Design engineering solutions
- Analyze logistics and transportation systems

Teachers function as facilitators and career readiness coaches, guiding students through complex problem-solving while maintaining high academic expectations. Industry experts collaborate with educators to ensure learning experiences reflect current workforce practices. (See Attachment FF and Figures 1.2 and 1.4)

Design Principle	Description
Equitable and inclusive of each student	Middle grades CTE programs should be inclusive and accessible, reaching each and every student. The benefits of middle grades CTE programs should not be limited to a few students who choose to enroll in a single elective with limited availability or who are part of a specific population group. Program designers should also take care to ensure that middle grades CTE do not become segregated by student performance. It should not be a "dumping ground" for certain students, such as students with disabilities. On the other hand, careful attention must also be paid to ensure that students who need additional academic support are not eliminated from the possibility of experiencing CTE due to scheduling constraints.
Anchored in careers	Learning about and exploring careers should be the foundation of middle grades CTE programs; the programs should not be merely life skills classes or an unconnected series of discrete tasks or projects. CTE program standards, curriculum and experiences should be built around students exploring an array of careers and the education and skills necessary to pursue those careers. Hands-on projects and lab activities should be clearly linked to specific career tasks while maintaining developmental appropriateness. Students should also be exposed to labor market information and taught how to understand and interpret information about careers 6 Broadening the Path: Design Principles for Middle Grades CTE in that context.
Standards-based	To ensure that students gain the full range of desired technical, academic and employability knowledge and skills, middle grades CTE programs should be standards based with clear expectations. However, programs should not be high stakes, which could be a disincentive for schools or teachers to participate, and standards should be broad enough to be met through a variety of flexible delivery models.
Grounded in experiential and hands-on learning	To reach middle grades students at their developmental level, middle grades CTE must be based in authentic, applied learning that involves hands-on activities to engage students and get them excited about learning. While online career exploration or planning platforms can be useful aids, these resources should not be the sole method of instruction. Rather, middle grades CTE will require a range of instructional strategies and experiences, including personalized instruction, project-based learning, work-based learning, and participation in career and technical student organizations (CTSOs).

Design Principle	Description
Balance breadth and depth across the curriculum	Middle grades CTE should include enough breadth to ensure that students are exposed to careers across all 16 Career Clusters. It should not limit students to exploring a narrow set of careers or one specific career pathway, such as those programs that are offered at the local high school or are technical centers and should not simply serve as a CTE recruitment strategy. However, opportunities should be provided for students to dig deeper into career areas of interest after an initial period of exploration, so they have true opportunities to understand whether those careers- and CTE pathways- are right for them.
Integrated into the broader K-12 career Development system	Middle grades CTE programs should not operate in silo. They should be aligned with other career development-related activities occurring at that level, such as student services, counseling, and social emotional support. In addition, middle grades CTE should be aligned with career development activities and experiences occurring before and after middle school, including high school-level college and career advising, through individual career and academic plans or other methods.
Include intentional and meaningful employer engagement	As with high school and post-secondary CTE programs, involving employers in program design and delivery is critical to ensure that students are receiving accurate information about career opportunities and begin to see adults in different roles. Business and industry engagement in middle grades programs may look different than at the high school level, with a larger focus on building career awareness and employability skills than on direct instruction aligned to a specific job or in-depth work-based learning such as apprenticeships or internships, but it is still key to ensuring that programs meet student and community needs.
Involve dedicated instructional time	Whether CTE is integrated across the curriculum or offered through individual courses, specific and regular time should be dedicated to it in the middle grades. The delivery of CTE-related content should not be a one-time event or a single unit or activity if it is to have an impact on students' education and career choices. This requirement may affect master schedules, the availability, and qualifications of educators, and even graduation requirements.
Effectively communicated to students and families	Comprehensive information on CTE programs in the middle grades should be provided early to students and their families in ways that begin to break down stereotypes and address misperceptions of CTE, as well as highlight opportunities available to students as they progress through their education. This is especially important for engaging students around careers and educational experiences that are non-traditional for their gender, race/ethnicity, or income level. Family engagement is also critical so that students have support as they make future education and career decisions.
Focus on student growth	While some form of measurement should be employed to ensure that middle grades CTE programs are meeting their goals and student learning outcomes, the focus should be on student growth rather than on student performance only. Therefore, students must have opportunities to demonstrate their learning — through coursework, CTSO competitions, work-based learning experiences or

Design Principle	Description
	otherwise — with both educators and employer partners that are playing a role in validating skill development.

Source: Advance CTE and ACTE[2]

Assessment, Data Use, and Continuous Improvement

ACTI implements a comprehensive assessment system that includes:

- Baseline diagnostics
- Ongoing formative assessments
- Summative assessments
- Industry certification exams

Assessment data are reviewed regularly by instructional staff and leadership teams to:

- Identify student strengths and needs
- Adjust instruction and interventions
- Inform professional development

Students are also engaged in reflecting on assessment data, fostering ownership of learning and progress toward certification and mastery.

Student Navigation and Support Services

ACTI recognizes that student success requires academic, social- emotional, and career support. The school maintains a low counselor-to-student ratio and implements a tiered support system to guide students through academic planning, career exploration, and postsecondary preparation.

Support services include:

- Academic advising and intervention
- Career coaching and mentoring
- Certification planning
- Social-emotional support

Every graduate will leave ACTI with a high school diploma, at least one-industry-recognized credential, and a clear postsecondary plan.

Mentoring and Community Partnerships

ACTI integrates project-based mentoring into its educational programs. Workforce professionals including entrepreneurs, industry experts, and retirees-partner with students on authentic projects. Mentors provide technical insight and real-world context while students lead creative problem-solving and execution.

With oversight from the Governing Board and CTE Advisory Committee, ACTI will implement a structured mentoring and apprenticeship program that includes:

[2] Figure contents reproduced verbatim with modification from: "Broadening the Path: Design Principles for Middle Grades CTE," Op. cit., pp. 5–7.

- Mentor recruitment and training
- Student-led projects
- Volunteer and internship opportunities
- Career networking events

This approach is inspired by Teach to Work (Alpher, 2017) and emphasizes student-driven, high-impact learning experiences.

Source: ACTE[3]

School Culture, Family Engagement, and Community Service

ACTI fosters a school culture grounded in high expectations, collaboration, and community engagement. Families are engaged as partners through regular communication, academic updates, and opportunities for involvement in school activities and decision-making.

Students are required to complete 75 hours of community or workforce service per grade level, with a goal of 100 hours when possible. These experiences build leadership, civic responsibility, and a deeper understanding of community needs while reinforcing career readiness and personal accountability.

ACTI's educational program blends rigorous academics with meaningful career preparation, ensuring students graduate prepared for college, career, and lifelong success. Through a structured instructional framework, integrated CTE pathways, strong student support, and authentic industry partnerships, ACTI delivers a comprehensive, equitable, and future-focused educational experience that aligns with the school's mission and community workforce needs.

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.

Learning Environment

The Academy of Career and Technical Innovations (ACTI) will operate within a blended-learning environment support by a modified block schedule that integrates classroom-based instruction, independent learning, and hands-on, career-focused experiences. This learning environment is intentionally designed to support ACTI's mission of preparing students for college, career, and workforce success through rigorous academics, technical skill development, and real-world application.

ACTI's blended-learning model combines direct teacher-led instruction with project-based learning (PBL), independent practice, and industry-aligned experiences. Students engage with academic content through a mix of in-person instruction, digital resources, collaborative projects, and applied technical work, allowing for both personalization and deeper learning. This approach

[3] Figure content quoted verbatim from: Ibid., p. 8.

ensures students build strong academic foundations while developing the technical and employability skills required in high-demand career pathways.

Flipped Classroom Model

ACTI will employ flipped classroom strategies to maximize in-class guided practice and promote student ownership of learning. Foundational content is previewed outside class through guided reading, videos, or digital platforms, but core content is also directly taught and reinforced in class the flipped model front-loads exposure so that in-seat time can be dedicated to teacher- guided practice, collaboration, critical thinking, problem solving, and hands-on application. Students are never expected to master new standards independently.

As illustrated in Figure 3.3 (Traditional vs. Flipped Classroom), this approach shifts classrooms away from passive lectures and toward active engagement, with teachers serving as facilitators and coaches. Scaffolding is provided through ACTI's Multi-Tiered System of Supports (MTSS): teachers monitor pre-class completion and comprehension, and students who do not complete or understand the preview receive in-class re-teaching, small- group support, and access to materials during the session, ensuring no student is disadvantaged by the model. This structure aligns with ACTI's mission by fostering independence, accountability, and workforce readiness.

The flipped model does not alter the delivery of Exceptional Student Education (ESE) services. All IEP-mandated service minutes including specially designed instruction, related services, and accommodations are delivered in-seat during the school day to be appropriately certified personnel as specified in each student's IEP. Pre-class content delivery supplements but never substitutes for, reduces, or counts toward required ESE service minutes.

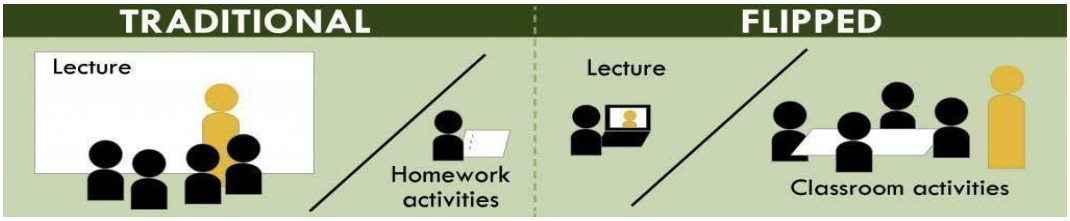


Figure 3.3 Traditional vs. Flipped Classroom

Technology-Rich Blended Learning Environment

Technology is seamlessly embedded into ACTI's learning environment to enhance instruction and reflect modern workforce practices. Digital tools support research, collaboration, assessment, and project development across all subject areas, rather than functioning as stand-alone activities.

ACTI classrooms will integrate traditional resources such as textbooks, teacher-led instruction, and collaborative discussion-with interactive technologies including smart boards, students' laptops, virtual labs, and online learning platforms. This balanced approach supports diverse learning styles while strengthening students' digital literacy and career preparation.

ACTI will implement clear policies for responsible technology use, including a structured Bring Your Own Device (BYOD) program aligned with Clay County Public Schools' Student Code of Conduct and Network and Internet Acceptable Use Policy. Digital citizenship instruction will be embedded across the curriculum to ensure ethical and safe technology use.

Class Structure, Schedule, and Size

ACTI will utilize a modified block schedule to support its blended and project-based instructional model. Students will follow an alternating A/B Day schedule, attending six 90-minute classes over four days, along with a daily 45-minute period targeted instruction, intervention, or enrichment. On Fridays, all classes will meet for 55 minutes to maintain consistent instructional contact and reinforce learning before the weekend.

Extended instructional blocks allow for in-depth exploration of academic content, applied projects, laboratory work, and workforce skill development. The daily intervention/enrichment period provides flexibility to support students who need additional academic assistance or advanced learning opportunities.

A distinctive feature of ACTI's schedule is a daily 60-minute Fusion Block, which integrates academic reinforcement, career exploration, mentorship, and student engagement activities. During this time, students may participate in tutoring, clubs, certification preparation, or industry-aligned projects. Teachers use the Fusion Block to monitor progress provided individualized support and strengthen career readiness skills.

Class Size and Rationale

ACTI will intentionally maintain small class size to ensure personalized instruction and strong student-teacher relationships. Class size will be capped at approximately 22 students in middle school and no more than 25 students in high school core courses, in compliance with Florida Statutes ss. 1003.03 and 1002.23 (16) (b) 3.

Smaller class size support individualized feedback, active engagement, and differentiated instruction-critical components of ACTI's career-focused, skills-based learning environment. This structure ensures students receive the guidance and support necessary to succeed academically and develop technical proficiency aligned with the school's mission.

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

Research Base for the Educational Program

The educational program at the Academy of Career and Technical Innovations (ACTI) is grounded in a strong body of educational research that supports student-centered instruction, active learning, data-driven decision-making, and career-connected experiences. The program design draws nationally recognized research on effective teaching, blended learning, formative assessment, and workforce preparation to ensure academic rigor and real-world relevance.

Research on Effective Instruction and Student Engagement

ACTI's instructional framework is informed by Robert J. Marzano's extensive research on effective teaching and learning. Marzano's work emphasizes clear learning goals, active student engagement, formative assessment, feedback, and opportunities for mastery. These principles guide ACTI's instructional practices across all content areas.

A key application of this research is ACTI's use of the flipped classroom model, which promotes active learning by shifting direct content acquisition outside of class and reserving in-class time for application, collaboration, and feedback. As illustrated in Figure 3.3 (Traditional vs. Flipped Classroom), this approach aligns with Marzano's emphasis on students taking an active role in learning rather than passively receiving information.

Active Learning, Formative Assessment, and Feedback

Research on formative assessment (Black & William) and data-driven instruction. (Bambrick-Santoyo) further informs ACTI's program design. The flipped and blended learning model allows teachers to observe student learning in real time during classroom activities, provide immediate feedback, and adjust instruction based on student needs.

Teachers use frequent checks for understanding, performance-based tasks, and collaborative work to assess mastery and guide instructional decisions. This continues feedback loop supports students' growth and aligns with Marzano's emphasis on monitoring progress and providing timely, actionable feedback.

Differentiation, Personalization, and Mastery Learning

ACTI's educational program also reflects research on differentiated instruction, personalized learning, and mastery-based approaches. By allowing students to engage with instructional content at their own pace through blended learning tools, educators can provide targeted support, enrichment, or intervention during class time.

This approach ensures students receive multiple opportunities to demonstrate understanding and progress toward mastery, consistent with Marzano's research and broader findings on maximizing student achievement through personalization.

Project-Based and Career-Connected Learning

ACTI's emphasis on project-based learning (PBL) and career-connected instruction is informed by research demonstrating that authentic, applied learning increases student engagement, retention, and transfer of knowledge. Studies on experiential learning and career and technical education highlight the value of hands-on projects, real-world problem solving, and industry engagement in preparing students for postsecondary success.

By integrating academic content with career-focused projects, mentorship, and work-based learning, ACTI aligns instruction with research on workforce readiness and deeper learning.

ACTI's educational program is intentionally designed using a research-based framework that integrates Marzano's work on effective instruction, research on formative assessment and feedback, principles of differentiated and mastery-based learning, and evidence supporting project-based and career-connected education. Together, these research foundations ensure that ACTI's program is academically rigorous, engaging, and aligned with the school's mission to prepare students for college, career and workforce success.

D. Provide a sample daily schedule and 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 annual calendar.)

The Academy of Career and Technical Innovations (ACTI) operates 180 instructional days and provides 330 minutes of daily instructional time, totaling 990 hours of direct instruction time annually, exceeding the 900-hour minimum required for Grades 4-12 under SS 1011.61 (1) (a), F.S. ACTI's annual calendar follows the Clay County District Schools (CCDS) calendar for major scheduling elements, with minor variations to accommodate ACTI's A-Day/B-Day block schedule and daily Fusion Block. The Governing Board formally adopts the annual calendar upon charter approval. Course offerings reflect FLDOE course coding under Florida's State Course Code Directory. A sample daily schedule and annual calendar are provided as **Attachment B.**

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

Support for Attainment of State-Adopted Standards

ACTI's educational program ensures that every student in its target population including students with disabilities, English Language Learners (ELLs), gifted students, and students performing below or above grade level receives the services needed to meet or exceed Florida's state-adopted standards (the B.E.S.T. Standards and applicable CTE and STEAM benchmarks), consistent with section 1002.33, F.S.

ACTI's blended, project-based model delivers grade-level content aligned to the B.E.S.T. Standards across all core subjects, with career and technical benchmarks integrated through the school's four CTE pathways, and core instruction delivered in class by certified teachers. A school-wide Multi-Tiered System of Supports (MTSS) matches each student to data-driven interventions stied to the specific standards not yet mastered, while the daily Fusion Block, small class sizes, and embedded support to provide timely remediation, enrichment, and acceleration. Personalized learning plans IEPs, Section 504 plans, and ELL plans keep instruction differentiated and accessible while holding every student to grade-level standards; ELLs receive comprehensible, standards-based instruction from teachers who hold or are completing required ESOL training (Section 7).

Teachers use a continuous cycle of formative and summative assessment including the statewide FAST progress monitoring (PM1-PM3) and end- of-year assessments required under section 1008.22, F.S. to measure mastery and adjust instruction, with results driving MTSS placement, intervention intensity, and acceleration decisions so the program remains accountable for each student's attainment of the state-adopted standards.

SECTION 4: CURRICULUM AND INSTRUCTIONAL DESIGN

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

ACTI delivers a rigorous, standards-aligned core curriculum in English Language Arts, Mathematics, Science, and Social Studies, designed so all students achieve Florida's B.E.S.T. Standards and applicable NGSSS benchmarks, integrated throughout with career-connected learning. Beginning in Grade 6, students receive systematic core instruction alongside structured career exploration; by Grade 8 they formally select a pathway, and academic coursework is increasingly contextualized through career-focused projects delivered with the iCev digital curriculum and WozEd computer science platforms. iCev and WozEd serve as integration platforms that connect academic content to industry applications, the defining feature of ACTI's model not as the primary source of core content.

Core academic curricula

English Language Arts (Grades 6–12): CommonLit 360, aligned to Florida B.E.S.T. ELA Standards complex grade-level and technical texts, evidence-based writing, academic vocabulary, and structured discussion, with workplace communication scenarios embedded. Mathematics (Grades 6–12): Kendall Hunt Illustrative Mathematics, Florida B.E.S.T. Edition, aligned benchmark-by-benchmark to the B.E.S.T. Math Standards conceptual understanding, procedural fluency, and real-world application contextualized to students' pathways (differentiation detailed below). Science (Grades 6–12): OpenSciEd for middle school and OpenStax for high school (Biology, Chemistry, Physics, Earth/Space), aligned to Florida science standards and NGSSS inquiry, laboratory work, and applied projects tied to ACTI's pathways. Social Studies (Grades 6–12): Florida Joint Center for Citizenship (Lou Frey Institute) for middle school Civics including Civics EOC preparation, iCivics for supplemental civics, and

OpenStax for high school U.S. History, U.S. Government, and Economics meeting graduation requirements under §1003.4282, F.S., and Florida's required instruction in Holocaust education, African American history, Hispanic contributions, and financial literacy. iCev additionally delivers CTE, employability skills, and financial literacy content, and WozEd delivers computer science aligned to Florida Computer Science Standards.

Primary instructional strategies

ACTI uses a blended-learning model combining direct, standards-based instruction; project-based learning; flipped-classroom strategies; and career-contextualized modules delivered through iCev and WozEd. These strategies fit ACTI's anticipated population because they increase engagement through relevance, support varied prior preparation and learning styles, allow students to work at varying paces while maintaining grade-level rigor, and reinforce academic skills through authentic career contexts that strengthen retention and transfer. Extended instructional blocks allow deep engagement in projects, laboratory work, and collaborative learning.

Differentiated instruction and MTSS

ACTI implements a formal Multi-Tiered System of Supports: Tier 1 is high-quality, standards-aligned core instruction with embedded differentiation (scaffolded text, flexible grouping, multiple means of representation and expression); Tier 2 provides targeted small-group intervention during the daily Fusion Block; and Tier 3 provides intensive, individualized intervention with increased frequency and progress monitoring. Tier placement is informed by universal screening (FAST PM1), diagnostics, and formative and summative data, and is adjusted as students respond. The daily Fusion Block delivers remediation, tutoring, enrichment, and certification preparation without removing students from core instruction, protecting access to grade-level content for all students. This MTSS framework also anchors the at-risk support described in prompt F.

Mathematics differentiation

Students at or above grade level receive Tier 1 instruction through Kendall Hunt Illustrative Mathematics enhanced by career-tied project applications, advanced reasoning, acceleration into higher courses (Algebra I, Geometry, Algebra II and beyond as readiness permits), and IM extension and modeling tasks. Students entering below grade level receive supplemental intervention in addition to Tier 1 coursework, combining Khan Academy (a free, research-based adaptive platform providing diagnostic placement, personalized practice, and progress monitoring), teacher-led small-group instruction using CPALMS B.E.S.T.-aligned resources (explicit, systematic instruction in number sense, operations, fractions, ratios, proportions, and algebraic reasoning), scaffolded instruction with manipulatives and visual representations, small-group delivery in the Fusion Block, and frequent progress monitoring with intensity adjusted to student response so students strengthen foundational skills without losing access to Tier 1 mathematics.

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

Curriculum Development

ACTI's core curricula are selected and described in prompt A. Publisher-aligned materials (Kendall Hunt Illustrative Mathematics Florida B.E.S.T. Edition and CommonLit 360) carry vendor B.E.S.T. alignment documentation on file; openly licensed materials (OpenSciEd, OpenStax, and FJCC/iCivics) were reviewed against Florida standards by ACTI's curriculum committee, which maintains and annually reviews a benchmark-by-benchmark alignment crosswalk and develops supplemental units for any standards not fully covered. A sample course of scope and sequence for each core subject (middle and high school) is provided as **Attachment C.**

Curriculum Completion Plan, Timeline, and Responsibility

Timeline and Milestones

Timeframe	Milestone
Approval-Month 1	Finalize course scope & sequence (Attachment C)
Month 2	Develop pacing guides aligned to Florida Assessments
Month 3	Align assessments and intervention schedule
Month 4	Professional development on curriculum integration
Pre-Opening	Final review and instructional readiness check
Mid-Semester	Curriculum alignment and assessment review

Responsible individuals: the Executive Director (implementation oversight), the Principal (alignment to Florida standards and assessments), Lead Teachers (course-level planning and pacing), and curriculum partners iCev and WozEd (training and implementation support).

Reading as a Primary Focus
Reading is a primary instructional focus at ACTI, foundational to technical coursework, industry certification, postsecondary education, and the workforce. For students reading at or above grade level, ACTI delivers Tier 1 literacy instruction through CommonLit 360 complex grade-level texts, evidence-based writing, academic vocabulary, and structured academic discourse reinforced by technical texts in iCev coursework.

For students reading below grade level, ACTI provides a separate, research-based structured-literacy intervention delivered in small groups by trained interventionists, drawing on Florida Center for Reading Research (FCRR) resources supplemented with Just Words (Wilson Language Training) for explicit, systematic, multisensory instruction in phonology, sound-symbol correspondence, syllable types, morphology, and orthography; students are identified through FAST PM1 screening and progress-monitored throughout the year. Consistent with §1003.485, F.S., phonics instruction for decoding and encoding is the primary instructional strategy for word reading; ACTI does not employ the three-cueing system or use visual memory as a basis for teaching word reading.

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.

In addition to all Florida B.E.S.T. Standards and FLDOE-approved CTE frameworks, ACTI adopts standards that extend beyond state minimums: industry and career-readiness standards (the Common Career Technical Core from Advance CTE; pathway-specific certification standards including OSHA-10, NCCER Core Curriculum, and CPR/First Aid; and professional workplace competencies); employability and professional-skills standards (the U.S. Department of Education Employability Skills Framework and the National Network of Business and Industry Associations' Common Employability Skills, embedding communication, collaboration, critical thinking, ethical decision-making, professionalism, leadership, and teamwork); and discipline-specific technical and computer-science standards (CSTA K-12 Computer Science Standards and ISTE Standards for Students delivered through WozEd, plus technical reading, writing, and documentation conventions). These are applied at an exploratory level across Grades 6–8 and with increasing depth within a selected pathway in Grades 9–12.

Adoption and Development Process
ACTI begins from Florida-approved academic and CTE standards as the compliance foundation, identifies industry and workforce expectations (CTE frameworks, postsecondary admission expectations, and certification requirements, with input from industry advisory partners and postsecondary institutions), integrates the additional standards into scope and sequence, lesson design, performance tasks, and assessments with a maintained benchmark-by-benchmark

crosswalk, provides teacher professional development, and reviews implementation annually using performance, assessment, and certification-pass-rate data. The Principal and Instructional Leadership Team oversee the process with curriculum partners and pathway instructors.

Grade-level example- Grade 8, Engineering & Technology Education
Beyond Florida's B.E.S.T. Mathematics and Science Standards and the FLDOE Engineering & Technology Education CTE framework, ACTI adds the ITEEA Standards for Technological and Engineering Literacy (engineering design and technology integration), NGSS Engineering Design practices, ISTE Standards (Innovative Designer and Computational Thinker), and industry-style conventions (engineering notebooks, design specifications, and iteration logs).

Where Florida standards require understanding scientific and mathematical concepts, ACTI's additional standards require students to apply those concepts in authentic engineering contexts, document work in industry formats, justify design decisions with data, analyze failure modes, revise solutions through iteration, and present to audiences including industry professionals exceeding Florida's Grade 8 expectations and building toward high school engineering specialization and certifications such as Autodesk Certified User, NCCER Core, and Project Lead the Way milestones.

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

ACTI's curriculum and instructional design draw on high-impact practices from John Hattie's Visible Learning meta-analyses (direct instruction, teacher clarity, feedback, and classroom discussion); formative-assessment research from Wiliam and Black; project-based and career-contextualized learning research from the Buck Institute for Education (PBLWorks), the National Research Council's Education for Life and Work (2012), and MDRC's Career Academy research showing long-term earnings and postsecondary-completion gains; differentiation and MTSS research from the IES Practice Guide on Response to Intervention and Carol Tomlinson; and reading research from the National Reading Panel (2000), the IES Practice Guide on Improving Adolescent Literacy (Kamil et al., 2008), and the science of reading, which establishes phonics for decoding and encoding as the evidence-based primary strategy for word reading.

The foundation materials are the curricula identified in prompt A publisher-aligned (Kendall Hunt Illustrative Mathematics Florida B.E.S.T. Edition, CommonLit 360, iCev, and WozEd) and openly licensed, Florida-reviewed (OpenSciEd, OpenStax, FJCC/iCivics), plus Khan Academy and CPALMS for mathematics intervention each maintained on a benchmark-by-benchmark Florida alignment crosswalk reviewed annually.

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

Career and Technical Education, implemented under §1003.493, F.S., is the cornerstone of ACTI's model, delivered through a progressive three-phase pathway design.

Year 1 programs, space, and funding

In Year 1, ACTI operates Grade 6 only, so no CTE program of study opens as a standalone, certification-bearing sequence. What opens is career-exploration coursework: students complete the career and education planning requirement under §1003.4156, F.S., through 8600220 (Exploring Technology & Career Planning) and 2600360 (Integrated Technology Studies and Career Planning) the two FLDOE-approved semester courses that together provide a full year of Grade 6 exploration. All four pathway areas (Architecture & Construction; Engineering & Technology Education; Health Science; and Transportation, Distribution & Logistics) are introduced at an exploratory level through iCev, with WozEd delivering the computer-science strand.

Year 1 requires a single flexible CTE exploration lab rather than four dedicated shops: 1:1 student devices with spares and charging storage, an interactive display, flexible lab furniture, WozEd computer-science kits, light cross-pathway maker consumables, and basic workplace-safety materials (signage, PPE, first aid). One-time capital items (devices, furniture, display, kits, and safety equipment) are funded through ACTI's federal Charter Schools Program (CSP) startup subgrant; recurring instructional costs (iCev and WozEd platform licenses and consumables) are funded from FEFP per-pupil revenue and itemized in the Year 1 operating budget.

Phases 2 and 3

In Phase 2 (Grade 8), students formally select a pathway and begin foundational coursework emphasizing pathway-specific technical vocabulary, workplace readiness, safety, and introductory technical skills. In Phase 3 (Grades 9–12), coursework becomes increasingly specialized and aligned to industry certification within the selected pathway, using state-adopted, research-based materials reflecting workforce-development priorities.

CTE pathways offered (course codes to be verified against the FLDOE 2025–2026 CTE Curriculum Framework).

Architecture & Construction: Architectural Drafting (8101100)

- Building Trades and Construction Design Technology (masonry, carpentry, electrical, plumbing, and HVAC skill development)

Engineering & Technology Education

- Applied Engineering Technology
- Communications Technology
- Electronics Technology
- Maritime Technology

Health Science

- Allied Health Assisting
- Dental Assisting (launching Year 4 — see below)
- Home Health Aide
- Medical Skills and Services

Transportation, Distribution & Logistics

- Global Logistics and Supply Chain Technology

- Power Equipment Technology.

Phased Chairside Dental Assisting (four-year rollout)
Because the program requires specialized facilities, equipment, instructor credentials, and partnerships, ACTI phases this in Years 1–2 (exploration/foundation): students interested in dental careers gain exposure to dental health, oral anatomy, infection-control fundamentals, and career awareness within Grade 8 Health Science, while partnership development begins. Year 3 (infrastructure buildout): a dental operatory simulation lab (dental chairs, delivery units, radiography simulation, sterilization stations, PPE storage); instructor recruitment and credentialing (Florida CTE certification appropriate to Dental Assisting, with CDA, EFDA, or RDH credentials preferred); equipment and curriculum procurement; partnership formalization with the Florida Dental Association, Florida State College at Jacksonville dental programs, and area practices; and compliance review against OSHA Bloodborne Pathogens, HIPAA, and Florida Board of Dentistry standards. Year 4 (launch): the program opens with certification targets including the DANB Radiation Health and Safety and Infection Control certificates and CPR/First Aid, with work-based learning placements, followed by ongoing annual review.

Dual enrollment
ACTI offers Commercial Class "B" Driver License (CDL) training through a dual-enrollment partnership with a Florida postsecondary or technical college listed on the FMCSA Training Provider Registry. Because Florida sets the minimum CDL and Commercial Learner's Permit age at 18, age-eligible students earn the CDL while enrolled, while younger students complete the classroom, range, and Entry-Level Driver Training (ELDT) coursework and test upon turning 18.
Hands-on industry experience across all four pathways is provided through school-coordinated work-based learning, job shadowing, mentorships, internships, and pre-apprenticeship pathways not a registered apprenticeship operated by ACTI; as employer partnerships and articulation agreements with Florida State College at Jacksonville and other regional partners mature, ACTI will pursue articulation of its pre-apprenticeship pathway into Registered Apprenticeship programs registered with FLDOE's Division of Career and Adult Education.

Middle school exploration, entrepreneurship, and foundational certificates (Grades 6–7)
Students engage in career pathway exploration rotations across all four pathway areas; entrepreneurship (business fundamentals, market research, venture planning); financial literacy aligned to Florida's requirement and preparing for the Wise Financial Literacy Certification; digital literacy and computer-science foundations through WozEd, preparing for the Microsoft Office Specialist and IC3 Digital Literacy certifications; workplace-readiness instruction; and OSHA-10 exposure building toward full OSHA-10 certification at the high school level.

High school industry certifications (Grades 9–12)
Students pursue certifications from Florida's CAPE Industry Certification Funding List, including OSHA-10 (Construction or General Industry), NCCER Core: Introductory Craft Skills,

NCCER Carpentry Level 1, Autodesk Certified User, ServSafe, CPR/First Aid, CompTIA IT Fundamentals, the DANB Radiation Health and Safety and Infection Control certificates (Dental Assisting students, Year 4+), and additional pathway-specific credentials.

Other required and enrichment areas

STEAM and applied learning are integrated across non-core coursework to reinforce problem-solving, design thinking, and innovation. Physical Education and Health are provided under §§1003.42 and 1003.455, F.S., including required middle school PE and health instruction covering substance abuse prevention, mental and emotional health, and CPR/First Aid. Fine Arts (visual and digital media arts) satisfy the one-credit fine or performing arts requirement under §1003.4282(3)(e), F.S., with intentional pathway ties (digital design to Engineering & Technology; architectural drafting to Architecture & Construction); exposure begins in Year 1 through exploratory Grade 6–8 visual and digital media arts applied within CTE exploration, and from Grade 9 a sequential course of study leads toward the Florida Seal of Fine Arts (§1003.4321, F.S.; Rule 6A-1.09952, F.A.C.) three year-long fine arts courses with a grade of "A" in each plus two additional state criteria with course coding ensuring ACTI's first graduating cohort is Seal-eligible.

ACTI also offers electives in leadership development, digital media and technology, career and college planning, and service learning. Across all non-core areas, ACTI embeds employability skills (communication, collaboration, professionalism, problem-solving, and time management) reinforced through project-based learning, mentoring, and work-based learning and anchored in the U.S. Department of Education Employability Skills Framework.

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

ACTI combines mandated Early Warning System monitoring, the MTSS framework described in prompt A, structured intervention conferences, daily Fusion Block intervention, and the engagement benefits of its career-connected model. Consistent with §1001.42(18), F.S., the Early Warning System monitors attendance below 90% (excused or unexcused), one or more suspensions, course failure in ELA or mathematics, and a Level 1 score on the statewide FAST assessment in ELA or mathematics; when a student exhibits two or more indicators, the MTSS team convenes.

That team led by the Principal or designee and including the school counselor, the ESE/MTSS Coordinator, the student's teachers, and, as relevant, the social worker, an interventionist, and the pathway instructor reviews data, problem-solves, designs tiered plans, and monitors response, delivering Tier 2 and Tier 3 intervention through the Fusion Block (reading via FCRR and Just Words; mathematics via Khan Academy and CPALMS), with parents as partners. For students earning D or F grades at the midpoint of a grading period, ACTI holds Student Success Conferences (student, teacher, and counselor or administrator) that produce concrete improvement commitments such as scheduled Fusion Block tutoring.

The school counselor conducts annual individual graduation-plan reviews tracking credits under §1003.4282, F.S., with credit recovery available through Florida Virtual School and other approved providers and monitored through MTSS. Finally, ACTI's career focus is itself a retention strategy: at-risk students are connected to a pathway instructor as mentor, to hands-on coursework as a re-engagement entry point, to industry certifications as achievable short-term goals, and to work-based learning that connects schooling to career outcomes; for upper-grade students with significant credit deficiency or disengagement, the counselor develops individualized transition planning (alternative credentialing, GED preparation, or adult-education referral) so no student exits without a plan.

SECTION 5: STUDENT PERFORMANCE

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

Expected Incoming Baseline of Student Academic Achievement

ACTI opens as a new school with no historical performance data and phases in one grade per year beginning with Grade 6. The projected incoming baseline therefore uses Clay County Public Schools' most recent prior-grade FAST results- Grade 5 FAST (Spring 2025) for the Year 1 Grade 6 cohort on the assumption that ACTI's initial population is generally representative of the county. Each subsequent cohort uses the prior-grade county FAST results as its planning diagnostic and FAST PM1 screening at enrollment.

Table 5.1 -F.A.S.T. Results (Clay School District, Spring 2025)

	Math Grade 5	ELA Grade 5
Clay School District Spring 2025 Results	55	56
ACTI Goal Year 1	57	58
ACTI Goal Year 2	59	60
ACTI Goal Year 3	61	62
ACTI Goal Year 4	63	64

**Targets reflect % of ACTI students scoring Level 3 or above on FAST in the entry grade for each year.*

Annual Academic Growth Goals and Rationale

ACTI targets an increase of approximately 2 percentage points per year in the share of students scoring Level 3 or above on FAST ELA and Mathematics ambitious yet attainable given standards-aligned core curricula (CommonLit 360 and Kendall Hunt Illustrative Mathematics, Florida B.E.S.T. Edition), small classes, daily Fusion Block intervention and enrichment,

structured literacy and math intervention for students below grade level, and a formal Multi-Tiered System of Supports (described in Section 4 and 6). A 2-point annual gain is consistent with research and Florida district trends for schools that combine strong Tier 1 instruction with targeted intervention.

Subgroup Goals
ACTI commits to narrowing proficiency gaps by at least 3 percentage points annually for English Language Learners, students with disabilities, and economically disadvantaged students, measured on FAST ELA and Mathematics and disaggregated at each progress-monitoring window for the leadership team and Governing Board.

In year progress monitoring
ACTI uses Florida's three FAST windows PM1 (fall baseline and intervention identification), PM2 (mid-year growth and intervention validation), and PM3 (spring, used for accountability) supplemented by curriculum embedded and teacher- developed assessments between windows. These windows anchor the assessment, data-use, and corrective-action process described below.

Revision if actual baseline differs
After PM1 and diagnostic testing establish each cohort's actual baseline, ACTI adjusts. If the baseline is lower than projected, it intensifies Tier 2 and Tier 3 supports and expands Fusion Block intervention while holding ambitious long-term goals; if higher, it raises growth targets and expands acceleration, dual- enrollment, and advanced certification under S.S. 1002.3105, F.S. Goals are reviewed annually by the Principal and Governing Board.

Evaluation of Success
Achievement is evaluated annually using FLDOE-reported FAST and EOC results plus internal benchmarks, analyzed by subject, grade, and subgroup and reported to the Board quarterly and the families annually. Success means year-over-year FAST growth consistent with Table 5.1, rising grade-level proficiency, narrowing subgroup gaps, strong engagement (attendance, behavior, and Early Warning System indicators), and increasing readiness for advanced coursework and industry certification achieved through B.E.S.T. aligned instruction, curriculum mapping, and evidence-based methods rather than test preparation.

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.

Beyond state measures, ACTI commits to the following measurable goals:

- Industry certification (Goal 1): by Year 3, at least 60% of CTE pathway high schoolers earn at least one industry certification before graduation; by Year 5, at least 80% of graduating seniors earn at least one CAPE- list and at least 30% earn two or more stacked certifications. Measured by certification exam records and CAPE reporting.

- College and career acceleration (Goal 2): by Year 4, at least 50% of seniors complete dual-enrollment course and at least 75% complete a work-based learning experience; by Year 5, at least 90% graduate with at least one Florida acceleration outcome (certification, dual-enrollment, AP/AICE, pre-or registered apprenticeship, or military readiness). Measured through the student information system.
- Postsecondary Transition (Goal 3): ACTI tracks outcomes for 100% of graduates; by Year 5, at least 90% are in postsecondary education, apprenticeship, military service, or pathway aligned employment within one year. Measured by graduate follow-up surveys and National Student Clearinghouse data.
- Civic Engagement (Goal 4): Grades 6-8 complete at least 20 service-learning hours per year and Grades 9-12 at least 30; at least 75% of graduates accumulate 100+ hours (Bright Futures recognition). Measured by verified service-learning logs.
- School Climate (Goal 5): at least 85% favorable satisfaction from students, families, and staff and at least 90% from industry partners each year, with at least 2-point year-over-year improvement in any domain below 85%. Measured by annual climate surveys (e.g., Panorama or Cognia)
- Attendance and behavior (Goal 6): at least 95% average daily attendance, under 10% chronic absenteeism, and under 5% out-of-school suspension (at least 2 points below the county average) each year. Measured by FLDOE attendance and discipline data.

The Principal reviews this data quarterly with the leadership team, updates the Board on flagged areas, and issues an annual report to families, staff, and partners to guide continuous improvement.

C. Describe the school's students grade level and course placement procedures.
Grade Level and Course Placement Procedures

Placement follows S.S. 1003.25, F.S., and CCPS Student Progression Plan. Credits from accredited schools are accepted per the CCPS plan, with mid-year transcripts reviewed by the counselor. For students from home education or non-accredited settings, the Principal validates credit under S.S. 1003.25 (3), F.S., using statutory methods (portfolio, certified-teacher recommendations, demonstrated performance in accredited or dual enrollment coursework, nationally normed, or state assessment results, or first-grading-period performance at a minimum 2.0 GPA). All students complete FAST PM1 screening and grade-level diagnostics at enrollment to inform placement, Fusion Block Tier 2-3 grouping, Intensive Reading placement, and acceleration identification.

Course placement is made with the student, family, counselor, and teachers, considering assessment results, prior achievement, interests, and pathway goals, and is adjusted through ongoing progress monitoring. Students explore careers in Grades 6-7 and select a CTE pathway in Grade 8 (later entrants complete an accelerated selection in their first semester). Acceleration

is available under S.S. 1002.3105 and 1003.4295, F.S.; students with IEPs, 504 plans, and ELL plans are placed consistent with those plans, and Florida's Consent Decree under S.S. 1003.56, F.S.

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.

ACTI has reviewed and will adopt the CCPS Student Progression Plan.

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

ACTI awards the standard 24-credit diploma under S.S. 1003.4282, F.S., with the credit distribution and assessment requirements detailed in Section 3; high schoolers must also pass Grade 10 FAST ELA and Algebra EOC and maintain a cumulative unweighted GPA of at least 2.0. Satisfaction is verified through annual and semester transcript and credit audits by counselors, an Individual Graduation Plan (IGP) reviewed with each student at least annually, ongoing GPA monitoring, tracking of all required assessments and EOC's (including the Florida Civic Literacy Examination under S.S. 1007.25, F.S.), and final eligibility confirmation by counselor review and Principal approval. Consistent with S.S. 1003.4282(6), F.S., and CCPS plan, ACTI offers grade forgiveness (retaking a D or F course, with the higher grade counting in FPA and the original grade retained on the transcript) and credit recovery through Florida Virtual School or other approved providers, monitored through MTSS. Under S.S. 1003.4285. F.S., counselors guide students toward the Merit Designation (one or more CAPE-list certifications the expected designation given ACTI's CTE focus) and the Scholar Designation (additional EOC's, Algebra II, an AP/IB/AICE/ dual-enrollment credit, two world language credits, and a CAPE certification).

Consistent with its mission, ACTI is designed so every student can earn at least once CAPE-list certification before graduation (institutional target of 80% of seniors); a student who completes pathway coursework but does not certify demonstrates competency through an alternative (portfolio, capstone, or work-based credential) and graduates upon meeting all S.S. 1003.4282 requirements, with testing accommodations provided for IEP, 504, and ELL plans.

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

Criteria are communicated in English and in the home language for ELL families (§1003.56, F.S., and Florida's Consent Decree) through a consistent set of channels: the Student and Family Handbook at enrollment (promotion criteria, §1003.4282 graduation requirements, assessment and GPA standards, attendance expectations, grade-forgiveness and credit-recovery policies, diploma designations, and intervention procedures), signed at receipt and updated annually; beginning-of-year orientation and individual counselor IGP meetings for high schoolers, with

Grade-9-readiness and Civics-EOC review for middle schoolers; and, throughout the year, real-time grade and attendance access through the parent portal, interim progress reports every 4–5 weeks, and quarterly report cards that include promotion or graduation status updates for at-risk students.

When a student triggers Early Warning System indicators or other risk, families are notified and invited into the MTSS process, including the statutory written notices of substantial reading deficiency and risk of retention under §1008.25, F.S., and Student Success Conferences for midpoint D or F grades. For students with IEPs, 504 plans, or ELL designations, criteria are reviewed at the corresponding team meetings. Expectations are reinforced through student-led conferences, graduation- and Bright Futures–planning workshops, newsletters, and direct counselor for communication early enough for students to meet eligibility.

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.

ACTI administers all required state assessments FAST ELA Reading and Mathematics across PM1/PM2/PM3, B.E.S.T. Writing, the Grade 8 Statewide Science Assessment, the EOCs (Algebra I, Geometry, Biology I, Civics, and U.S. History), the FCLE (§1007.25, F.S.), ACCESS for ELLs 2.0, PERT for dual-enrollment candidates, and CTE industry-certification exams. FAST progress monitoring is Florida's primary interim system; ACTI supplements it with beginning-of-year diagnostics (i-Ready in ELA and Math, with CommonLit 360 and Illustrative Mathematics diagnostics aligned to the core curricula) to identify needs and group Fusion Block intervention; quarterly curriculum-embedded unit and benchmark assessments (CommonLit 360, Illustrative Mathematics, OpenSciEd, OpenStax, and CPALMS B.E.S.T.-aligned checks); short-cycle progress monitoring every 4–6 weeks for students in intervention (FCRR tools, Just Words, Khan Academy mastery, and teacher-developed measures); end-of-year diagnostics for growth; and ongoing formative, project-based (PBLWorks/New Tech rubrics), and iCev certification-readiness assessments.

The full schedule by grade and window is provided as **Attachment F**. These assessments align with B.E.S.T./NGSSS and CTE standards and ACTI's adopted curricula, provide multiple data sources for MTSS and instructional decisions, measure both proficiency and workforce-readiness skills, and remain cost-effective by leveraging FAST and openly licensed resources.

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?

ACTI runs a continuous cycle of data collection, analysis, instructional response, and progress check. The Principal holds overall data oversight; the Registrar or designated Data Coordinator maintains the student information system and assessment warehouse; teachers enter curriculum-embedded and formative data in the learning management system; the Principal or designee draws state results from the Bureau of K-12 Student Assessment portal; and the ESE/MTSS Coordinator manages Tier 2–3 intervention data. Data are reviewed on a set cadence — weekly in grade-level or department PLCs, monthly in MTSS review, after each FAST window in a school-wide data day (disaggregated by grade, subject, and subgroup), quarterly by leadership with a written Board summary, and annually for the continuous-improvement plan.

Interpretation for teachers is led by the Principal and Instructional Coach (or designated lead teachers in early years), who translate data into reteaching priorities, pacing and differentiation adjustments, and intervention referrals at the school-wide, grade/course, and individual-student levels. Teachers act on data in weekly PLCs; the MTSS team handles Tier 2–3 decisions; and counselors use performance data for placement, IGP monitoring, and promotion and graduation tracking. Professional development tied to these data is addressed in prompt I and Section 13. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

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

Leadership and staff receive structured, data-focused professional learning, detailed in Section 13. Leadership development covers the MTSS problem-solving cycle (using the Florida PS/RtI Project at the University of South Florida), multi-level data analysis, aligning Tier 2–3 intervention with Tier 1 instruction, monitoring intervention fidelity, and leading data conversations through a structured framework such as Data Wise or Driven by Data.

Teachers receive 10 days of pre-service training (including vendor training for each adopted curriculum), weekly PLCs with common planning time for data analysis, quarterly job-embedded coaching cycles, and new-teacher induction with mentoring for teachers in their first three years. External PD partners include the Florida Center for Reading Research, the Florida Inclusion Network, the Florida CEEDAR Center, and the Florida PBIS Project. PD priorities are adjusted quarterly and annually based on performance data.

J. Describe the corrective actions the school would take if it fell 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.

ACTI's corrective-action process is led by the Principal with the MTSS Leadership Team and Governing Board oversight, triggered by measurable indicators tied to its committed goals:

- Individual: two or more Early Warning System indicators under §1001.42(18), F.S.; no expected growth across two consecutive FAST windows; or Tier 3 status.
- Classroom: under 50% proficiency on unit or benchmark assessments, growth well below the grade average across two windows, or observation data showing ineffective practice.
- Subgroup: a gap of 10 or more points versus the school average or missing the 3-point gap-closure target.
- School-wide: missing the +2-point growth target, a year-over-year proficiency decline, falling below mission-specific targets (certification, 95% attendance, under 5% suspension), or a state grade of C or below.

Within 10 school days of a trigger, the responsible team conducts root-cause analysis and responds: for students and subgroups, by intensifying or changing intervention, adjusting schedules, referring for ESE or 504 evaluation, holding a family conference, and assigning a mentor; for classrooms, through intensified coaching, targeted PD, pacing review, and where warranted a performance improvement plan under §1012.34, F.S.; and for school-wide concerns, through a Board-approved School Improvement Plan, with schools under §1008.33, F.S., or Differentiated Accountability following all state-required processes. A written plan follows within 30 days, with quarterly progress checks and an annual effectiveness review; unresolved shortfalls escalate to the Board, which may direct resources, commission external review, or initiate the processes under §1002.33(8), F.S. The Principal, MTSS team, Instructional Coach, counselor, and Board hold defined implementation and oversight roles.

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

Using the same channels described in prompt F and in English and the home language per §1003.56, F.S. ACTI shares results through quarterly report cards, interim reports every 4–5 weeks, FAST individual student reports after each window via Florida's Family Portal with interpretation guidance, EOC and other state results with counselor support, and the annually updated Handbook; families and students also have real-time portal access to grades, attendance, and behavior. Students engage with their own data through start-of-term goal settings, annual student-led conferences, student-friendly data displays, and IGP reviews.

For students in Tier 2–3 intervention, the MTSS team communicates results and intervention progress directly, including the §1008.25, F.S., reading-deficiency and retention notices and midpoint Student Success Conferences; IEP, 504, and ELL teams review data at their meetings. ACTI also issues an annual school-wide report summarizing prior-year proficiency, growth, EOC results, attendance, behavior, certification attainment, and progress on mission goals.

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

ACTI complies with FERPA (20 U.S.C. §1232g; 34 CFR Part 99), §§1002.22, 1002.221, and 1002.222, F.S., the Student Online Personal Information Protection Act (§1006.1493, F.S.), and, for students with disabilities, IDEA confidentiality (34 CFR §§300.610–300.627). The Principal designates a Registrar or Data Privacy Officer with primary responsibility for records management and FERPA compliance. Records are protected by layered safeguards: locked, access-controlled physical storage with access logs; password-protected electronic systems with role-based access limited to those with a legitimate educational interest; encrypted transmission; and backup and recovery protocols.

All staff with record access complete annual FERPA and data-privacy training. ACTI provides the annual FERPA notice of parents' and eligible students' rights to inspect, request amendment of, and consent to disclosure of records and to file a complaint with the U.S. Department of Education, with procedures in the Handbook. Directory-information designations are noticed annually with an opt-out. Consistent with §1006.1493, F.S., ACTI executes written data-privacy agreements with all third-party vendors and platforms that access student data. Records are retained and securely destroyed under Florida's GS7 schedule, and a written breach-response protocol provides for containment, investigation, notification consistent with §501.171, F.S., Board notification, and corrective action.

SECTION 6: EXCEPTIONAL STUDENTS

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

ACTI projects that approximately 26.5% of enrolled students will receive services through IEPs, with an additional 2–3% on Section 504 plans consistent with the Clay County ESE rate (approximately 26.5%) where ACTI will be located. The projection draws on Clay County District Schools ESE enrollment data (FLDOE's PK-12 Education Information Portal and CCDS published data), a feeder-school demographic review of the communities ACTI will serve (Green Cove Springs, Lake Asbury, Middleburg, Orange Park, and Fleming Island), Florida statewide ESE rates, and Section 504 prevalence research, on the assumption that ACTI's enrollment will be generally representative of Clay County; it will be validated against actual enrollment and updated annually.

Based on Florida patterns, the projected IEP distribution is approximately 40% Specific Learning Disabilities, 15% Other Health Impaired (including ADHD), 12% Speech/Language Impairment, 12% Autism Spectrum Disorder, 5% Emotional/Behavioral Disabilities, 5% Intellectual Disabilities, and about 11% other categories; an additional approximately 6% of students are projected to qualify as gifted (reported separately, though students may be dually identified). Consistent with §1002.33(10)(f), F.S., and IDEA, ACTI serves students with disabilities in the same manner as district schools providing FAPE in the least restrictive environment (LRE) with all required services does not exclude or counsel out students based on disability and reflects this

commitment in its staffing and budget (prompt I and Table 6.1). Projected enrollment for students with disabilities, 504 students, and gifted students is summarized in Table 6.1.

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

ACTI's admissions are non-discriminatory under §1002.33(10), F.S., IDEA, Section 504, the ADA, and Florida law, per a Board-adopted equal-access policy. All students use the same application, which does not request disability, IEP, or 504 statuses; families may voluntarily disclose an existing IEP or 504 plan after enrollment, so services are ready on the first day. ACTI does not screen on disability or counsel for families. When applications exceed available seats, enrollment is by random public lottery under §1002.33(10), F.S., with any authorized preferences (such as sibling preference) applied equally.

Outreach is accessible a WCAG 2.1 AA-compliant website, materials in alternative formats and in Spanish (§1003.56, F.S., and Florida's Consent Decree), and affirmative outreach to disability and family-support organizations and the ESE/MTSS Coordinator is available to discuss services without conditioning enrollment. Existing IEPs and 504 plans are implemented from the first day, with interim comparable services pending an IEP team meeting. The Governing Board reviews enrollment annually, disaggregated by disability status, to confirm the school is representative of the community it serves.

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.

ACTI ensures FAPE in the LRE under IDEA, Section 504, the ADA, Rule 6A-6.030281, F.A.C., and §§1003.57 and 1002.33(10)(f), F.S. ACTI operates as the Local Educational Agency for IDEA service provision with Clay County District Schools (CCDS) providing sponsor oversight. Coordination with CCDS includes transfer records, all required ESE data (FTE reporting and the Matrix of Services), participation in sponsor monitoring and file reviews, technical-assistance consultation, coordination of specialized services, and IDEA dispute resolution (mediation, due process, and state complaint). For every student with an IEP, ACTI convenes a complete IEP team the parent, the student when appropriate, a general education teacher, an ESE-certified teacher, an LEA representative, an individual who can interpret evaluation results, and others with relevant expertise reviews IEPs at least annually, reevaluates at least every three years, and reports goal progress to parents at least as often as for general education students; transfer students receive comparable services from day one while the team meets to adopt or revise the IEP.

ACTI delivers FAPE by implementing each IEP's specially designed instruction (by ESE-certified teachers), related services, accommodations and modifications across academic and CTE coursework and assessments, assistive technology, and transition services from age 14.

Consistent with IDEA and §1003.57, F.S., placement defaults to general education with supports along a continuum of services, with removal only when education in regular classes with supplementary aids and services cannot be achieved satisfactorily, as determined by the IEP team. For Section 504 students, the school's 504 Coordinator convenes meetings, develops and implements written plans, and reviews them annually. ACTI provides all IDEA procedural safeguards, with documentation in English and the family's home language (§1003.56, F.S.). This IEP-team determination process governs the LRE placement decisions in prompts E–G

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

ACTI meets its Child Find obligation under IDEA (20 U.S.C. §1412(a)(3)), Section 504, and Rule 6A-6.0331, F.A.C., through multiple referral pathways: FAST PM1 and diagnostic screening at enrollment, teacher referral, parent referral (honored promptly regardless of MTSS tier), MTSS data showing insufficient response to evidence-based intervention, transfer records, community-provider referral, and student self-referral. The Problem-Solving Team, led by the ESE/MTSS Coordinator, reviews data to determine when progress is insufficient or needs exceed general education supports, triggering a formal ESE evaluation referral.

Consistent with U.S. Department of Education guidance, MTSS is never used to delay or deny an evaluation when a disability is suspected or a parent request one; parent requests are honored promptly, and immediate individualized supports are provided when significant concerns or safety issues are present. Evaluations follow IDEA and Florida timelines written parental consent, completion within 60 school days (Rule 6A-6.0331), an eligibility determination meeting, IEP development within 30 days of an eligibility finding, and initial services as soon as possible with consent and are conducted through a contracted relationship with CCDS, with ACTI-employed or contracted evaluators added as the school grows. Students who may qualify under Section 504 are referred to as the 504 Coordinator. Procedural safeguards are provided in the home language (§1003.56, F.S.), and ACTI follows Florida procedures for appointing a surrogate parent where a parent cannot be identified or located, for wards of the state, and for unaccompanied homeless youth.

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

For students whose needs are met in general education for at least 80% of the day (Florida's “inside regular class 80% or more”), ACTI delivers services primarily in the general education classroom through co-teaching, support facilitation, and consultation, with short-term pullout only when a service cannot be delivered effectively in class; ESE teachers collaborate with academic teachers and CTE pathway instructors so students have full access to pathway

coursework, labs, and certification preparation. Instruction uses evidence-based practices Universal Design for Learning, Specially Designed Instruction aligned to the IEP, differentiation, PBIS, and CEEDAR High-Leverage Practices supported by Florida Inclusion Network resources.

As specified in each IEP, students receive related services; assistive technology (text-to-speech and speech-to-text tools, graphic organizers, accessible digital materials, and communication devices); social-emotional supports such as check-in/check-out and mentoring; and peer support. Accommodations span FLDOE's four categories setting, presentation, response, and scheduling with modifications only when the IEP specifies; for industry certification, ACTI arranges approved testing accommodations with the relevant certifying bodies (DANB, NCCER, OSHA, ServSafe, CompTIA, Autodesk, and others). Transition services are embedded in IEPs from age 14, aligning naturally with ACTI's career-focused model. All instructional staff receive ongoing training in inclusive practices, and ACTI monitors effectiveness through IEP goal progress, disaggregated FAST and EOC data, annual LRE reporting, the Best Practices for Inclusive Education (BPIE) self-assessment, and family feedback.

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.

For students in Florida's "inside regular class less than 80% but at least 40%" category, the IEP-team process described in prompt C governs the FAPE determination: the ESE/MTSS Coordinator coordinates with CCDS to review the IEP and convene the team, which decides based on the student's individual needs, with cost not a permissible factor whether ACTI can implement the required services through inclusive instruction combined with targeted resource-room support delivered by an ESE-certified teacher. When it can, the IEP specifies the time, goals, services, and personnel for each setting, and ACTI provides the ESE-certified staffing, related services, and accommodations to implement it; resource-room time is held to the minimum necessary to address IEP goals, and the team regularly considers movement toward a less restrictive placement as progress permits.

ACTI completes the Florida Matrix of Services for FEFP funding. ACTI does not unilaterally determine it cannot serve a student; if the team finds ACTI as configured cannot provide FAPE, it first explores additional supports, services, or staffing with CCDS, and only as a last resort identifies an alternative placement on the LRE continuum, with interim comparable services provided until placement is arranged.

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.

For students in Florida's “inside regular class less than 40%” category, the same IEP-team determination process applies. Such placements typically require self-contained or small-group instruction by an ESE-certified teacher, paraprofessional support, Florida Standards Access Points instruction and the Florida Alternate Assessment for students with significant cognitive disabilities, functional/life-skills or community-based instruction, intensive related services, augmentative and alternative communication and assistive technology, and behavior intervention plans based on functional behavioral assessments. Where the team determines ACTI can provide FAPE, ACTI provides the necessary ESE-certified staffing, paraprofessional support, related services, specialized curriculum, and technology, and still includes students with non-disabled peers to the maximum extent appropriate (shared lunch, electives, school-wide activities, and adapted CTE experiences).

ACTI is transparent that, as a new and growing school, its capacity for intensive separate-classroom services may be more limited in early years; consistent with IDEA it does not unilaterally decline to serve a student, but where the team determines an alternative placement is required, it coordinates with CCDS's continuum of services (which may include district self-contained programs or specialized ESE schools), with interim comparable services provided until placement is arranged. ACTI completes the Matrix of Services (typically at higher levels reflecting service intensity), maintains ongoing CCDS coordination, conducts annual reviews and triennial reevaluations, and regularly considers whether the student can move toward a less restrictive placement.

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).

ACTI monitors IEP goal progress through goal-specific data (curriculum-based measures, frequency counts, work samples, and observation), curriculum-embedded assessments, FAST PM1/PM2/PM3 (or the Florida Alternate Assessment for students on Access Points), intervention progress data (FCRR, Just Words, and Khan Academy), service-delivery documentation, and classroom performance; the IEP team revises goals, services, or supports when progress is insufficient and reports to families at the frequency specified in each IEP, generally aligned with the quarterly report-card cycle. The 504 Coordinator, with the counselor and ESE/MTSS Coordinator, oversees 504 plan development, annual review, and quarterly accommodation check-ins. ACTI promotes graduation through transition planning embedded in IEPs from age 14 postsecondary goals in employment, education or training, and (as appropriate) independent living, informed by age-appropriate transition assessments with the counselor and ESE/MTSS Coordinator maintaining individualized graduation plans across Florida's diploma options: the standard 24-credit diploma under §1003.4282, F.S., with IEP accommodations; the Merit Designation aligned to ACTI's CTE focus; the modified pathway under §1003.4282(10), F.S., when the team determines it appropriate; and CTE pathway-aligned graduation.

Counselors monitor credit accrual and provide credit recovery through Florida Virtual School and other approved providers as needed. Students with disabilities pursue pathway-aligned industry certifications with testing accommodations arranged through certifying bodies, and ACTI coordinates transition with Florida's Division of Vocational Rehabilitation, Pre-Employment Transition Services providers under WIOA, the Agency for Persons with Disabilities, FDLRS, and Project 10: Transition Education Network. The Principal and ESE/MTSS Coordinator oversee service delivery and progress monitoring, and the Governing Board receives annual outcomes data including graduation rate and post-school transition outcomes for students with disabilities.

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

Special Education Staffing Plan

ACTI uses a scalable special education staffing model aligned to the projected population in prompt A (approximately 26.5% of students on IEPs, with an additional 2–3% on Section 504 plans) and to actual student needs, with caseloads reviewed and adjusted as enrollment grows.

Table 6.1 Projected ESE Staffing (Years 1-7)

	Year 1	Year 2	Year 3	Year 4	Year 5
Grades K-3	0	0	0	0	0
Grades 4-8	132	264	396	396	396
Grades 9-12	0	0	0	132	264
Total Students	**132**	**264**	**396**	**528**	**660**
Percent of ESE	26.5%	26.5%	26.5%	26.5%	26.5%
Total ESE Students	35	70	105	140	175
ESE Teacher (ESE/MTSS Coordinator)	1	1	1	1	1
Dedicated ESE Teachers	0	1	2	2	2
Speech Therapist	1	1	1	1	1
ESE Endorsed Teachers	0	1	2	3	5
Total ESE Staff	**2**	**4**	**6**	**7**	**9**
Teacher/Student Ratio	1:18	1:18	1:18	1:20	1:19

Staffing Roles and Qualifications:

ESE-certified teachers (valid Florida Exceptional Student Education K-12 or category-specific certification) provide direct and consultative services in inclusion, support-facilitation, resource-room, or separate-classroom settings consistent with student IEPs. ESE-endorsed general education teachers co-teach in inclusion settings and implement accommodation and modifications, with endorsement support as a professional-development priority. The ESE/MTSS Coordinator holding Florida ESE certification and educational leadership credentials oversees IDEA and Section 504 compliance, coordinates IEP and 504 plan development and implementation, serves as the primary CCDS liaison, supervises ESE teaching

staff, and leads ACTI's MTSS framework; the position is filled at 1.0 FTE in Year 1 (sufficient for the initial caseload of approximately 35 ESE students, with the Principal providing complementary leadership) and becomes full-time in Year 2 as enrollment grows.

Paraprofessionals meeting Florida and federal qualification requirements support instruction, accommodations, behavioral interventions, and IEP-specified 1:1 support. Related-service providers (speech-language, occupational, and physical therapy, school psychology, and counseling) hold appropriate Florida licensure, are contracted in early years, and transition to employed staff as caseloads grow.

A contracted Florida-certified school psychologist conducts initial and reevaluation of psychoeducational evaluations, supports functional behavioral assessments and behavior intervention plans, and advises the MTSS team. A Transition Specialist role may be added as the high school program matures (Year 4 onward). The Principal and ESE/MTSS Coordinator review caseloads, student needs, and service-delivery effectiveness at least each semester, with staffing adjustments approved by the Governing Board through the annual budget process or by interim action as enrollment shifts. Gifted service staffing is addressed in prompt K.

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

ACTI evaluates ESE effectiveness through a multi-source framework, disaggregated by disability status, Section 504 eligibility, gifted status, race/ethnicity, socioeconomic status, and English language proficiency. Outcome indicators include IEP and 504 goal progress (institutional target: 75% of goals met or making sufficient progress at annual review), FAST proficiency and growth measured against the +2-percentage-point school-wide and 3-percentage-point subgroup gap-closure targets, Florida Alternate Assessment results, EOC performance, graduation rate, one-year post-school transition outcomes, industry certification attainment (including certifications earned with accommodations), and attendance and discipline data with attention to disproportionality.

ACTI tracks and reports the applicable Florida State Performance Plan indicators (1, 2, 3, 4, 5, 8, 9–10, 11, 13, and 14). Program quality is reviewed through at least annual internal IEP and 504 file audits by the ESE/MTSS Coordinator, CCDS sponsor monitoring, Florida IDEA compliance reviews, the BPIE self-assessment with action planning, and annual federal IDEA reporting (LRE, child count, discipline, and exit data), supplemented by parent (SPP Indicator 8), student, and teacher surveys and implementation-fidelity checks through coaching. When findings indicate shortfalls unmet goal-progress targets, persistent subgroup gaps, LRE or disproportionality concerns, or compliance deficiencies the ESE/MTSS Coordinator leads root-cause analysis and a corrective action plan monitored by the Principal and reviewed quarterly, with an annual ESE effectiveness report and quarterly updates on flagged areas to the Governing Board.

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

ACTI serves gifted and talented students under §1003.01(3)(a), F.S., Rules 6A-6.03019 and 6A-6.030191, F.A.C., §1002.3105, F.S. (ACCEL options), and CCDS policy, integrating advanced academic enrichment with industry-aligned, career-connected learning. Eligibility follows Florida's gifted criteria (need for a special program, a majority of gifted characteristics, and superior intellectual development on a standardized assessment), with Plan B criteria applied for traditionally underrepresented students (low-income, English Language Learners, and racial/ethnic minorities); identification practices include universal screening using teacher-completed gifted-characteristics checklists and assessment data, teacher training on recognizing giftedness across diverse populations, and coordinated referrals to CCDS for full evaluation. For eligible students, an Educational Plan (EP) is developed under Rule 6A-6.030191, F.A.C., by an EP team (the parent, the student when appropriate, a gifted-endorsed teacher, a general education teacher, an LEA representative, and others with relevant expertise), specifying present levels, annual goals, specially designed instruction and services, frequency and duration, evaluation criteria, and participation in general education; EPs are reviewed at least annually.

Gifted services include honors and advanced coursework, advanced CTE pathway coursework with stacked certifications, dual enrollment, ACCEL options under §1002.3105, F.S., AP/AICE/IB-equivalent coursework as offerings grow, compacted curriculum, independent research, industry mentorships, and CTSO competition (SkillsUSA, FBLA, HOSA, TSA). For twice-exceptional students, ACTI coordinates EP and IEP/504 teams, so students receive both enrichment and disability services. The ESE/MTSS Coordinator convenes and conducts the initial gifted EP meeting and serves as (or designates) the district representative, coordinating eligibility staffing and records with CCDS; until a gifted-endorsed teacher is on staff, ACTI contracts or partners with a gifted-endorsed educator to participate. ACTI commits to having at least one gifted-endorsed teacher on staff by Year 2, supports staff in earning Florida's gifted endorsement, and monitors effectiveness (EP goal progress, FAST and EOC results, dual-enrollment and certification outcomes, post-school outcomes, and stakeholder feedback), with quarterly leadership review and annual Governing Board reporting; faculty professional development draws on the Florida Association for the Gifted and the National Association for Gifted Children.

SECTION 7: ENGLISH LANGUAGE LEARNERS

A. Describe how the school will 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.

Services for English Language Learners

The Academy of Career and Technical Innovations (ACTI) meets all state and federal requirements for serving English Language Learners (ELLs) consistent with Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, Every Student Succeeds Act (ESSA) Title III, Florida's META Consent Decree, §1003.56, F.S., Rules 6A-6.0900 through 6A-6.0909, F.A.C., and the Clay County District Schools (CCDS) District ESOL Plan. ACTI ensures ELL students have equitable access to all academic programs, instructional support, and career-focused learning opportunities.

Identification and ELL Committee

Within 20 school days of initial enrollment, families complete a Home Language Survey. Students whose responses indicate a language other than English are assessed using the **WIDA Screener (online)**, which measures listening, speaking, reading, and writing skills. Students scoring below the proficiency threshold are classified as **LY (Limited English Proficient, currently enrolled in ESOL)** and enrolled in ACTI's ESOL program. Decisions about ELL placement, services, and exit are made by an ELL Committee that includes the parent, the ESOL Coordinator or designee, the student's classroom teachers, and an administrator. The Committee meets enrollment, at least annually thereafter, and when service or placement changes are considered.

ESOL Programming and Teacher Preparation

In alignment with the CCDS District ESOL Plan and the META Consent Decree, ACTI primarily implements an ESOL inclusion (push-in) model, providing language support within the general education classrooms alongside non-ELL peers, supplemented as needed by small-group or targeted language instruction for students at beginning proficiency levels. The inclusion model was selected over sheltered or pull-out alternatives because it best aligns with ACTI's blended-learning, project-based, career-focused instructional approach and allows ELL students full access to CTE pathway coursework. Teachers use evidence-based ESOL strategies including scaffolding, visuals and realia, vocabulary front-loading, graphic organizers, structured peer interaction, native-language support where appropriate, and modified language demands while maintaining grade-level content rigor.

Consistent with META Consent Decree requirements, Category I teachers (English/Language Arts) hold the Florida ESOL endorsement; Category II teachers (Math, Science, Social Studies, Computer Literacy) complete the required 60 in-service hours; and Category III teachers (all other subjects) complete the required 18 in-service hours. ACTI supports current teachers in obtaining ESOL endorsement and prioritizes ESOL endorsement in new teacher recruitment. Required endorsement and category coursework is delivered through the Northeast Florida Educational Consortium (NEFEC), a regional, FLDOE-approved provider; Category I teachers complete the five 60-hour courses (300 in-service points) for full endorsement, and Category II

and III staff complete the corresponding courses. Upon completion, ACTI of Educator Certification, add the ESOL endorsement or coverage to the educator's certificate.

Service Levels and Progress Monitoring

The level and intensity of ESOL services are determined by the ELL Committee using WIDA Screener and ACCESS for ELLs 2.0 proficiency levels, classroom performance and formative assessments, teacher observations, and ongoing progress monitoring data. Students with lower proficiency receive more frequent and intensive supports; students at higher proficiency receive embedded instructional support within general education settings. ELL students are assessed annually using **WIDA ACCESS for ELLs 2.0**. Students who meet Florida's exit criteria including a proficient composite score on ACCESS for ELLs 2.0 are reclassified as **LF (Former Limited English Proficient)** and enter a 4-semester monitoring period, during which the ELL Committee reviews academic performance and may reinstate ESOL services if needed. After successful completion of monitoring, students are reclassified as **LZ (no longer ELL)**.

ELL Students with Disabilities, 504 Plans, and Gifted Status

ACTI ensures that ELL status does not delay or deny IDEA, Section 504, or gifted evaluations. For ELL students who also have disabilities or 504 plans, services are coordinated between the ELL Committee and the IEP/504 team. For potentially gifted ELL students, ACTI applies Florida's Plan B criteria for gifted identification to ensure equitable access to gifted programming.

Family Communication and Affirmative Outreach

Consistent with the META Consent Decree and §1003.56, F.S., ACTI provides communication with parents and guardians of ELL students in a language they understand, including translated written materials (Student and Family Handbook, enrollment forms, IEP and 504 documentation, ELL Committee notifications, report cards, progress reports, school-wide communications, notices of parental rights, and procedural safeguards); interpreters for parent-teacher conferences, ELL Committee meetings, IEP/504 meetings, MTSS team meetings, and family workshops; and translated procedural safeguards under IDEA, Section 504, and FERPA. Spanish is the primary home language likely to be served at ACTI given Clay County demographics; translation and interpretation in additional languages are provided as needed. ACTI conducts affirmative outreach to families of ELL students through partnerships with community organizations serving immigrant and multilingual families, Spanish-language enrollment materials and information sessions, and ELL family workshops on navigating school services and postsecondary planning.

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

Instructional Programs, Practices, and Strategies for Equitable Access
The Academy of Career and Technical Innovations (ACTI) ensures academic success and equitable access to core academic and CTE pathway programming for all students including English Language Learners (ELLs), students performing below grade level, students at grade level, and students performing above grade level through evidence-based instructional practices, Florida-aligned curricula, and a tiered support framework.

Instructional Framework
ACTI's instructional model is grounded in Universal Design for Learning (UDL) providing multiple means of representation, engagement, and expression; a Multi-Tiered System of Supports (MTSS) framework with Tier 1 core instruction, Tier 2 small-group intervention, and Tier 3 intensive intervention; the daily Fusion Block providing structured intervention and enrichment without removing students from core instruction; Florida B.E.S.T. Standards–aligned curricula (CommonLit 360 for ELA, Kendall Hunt Illustrative Mathematics Florida B.E.S.T. Edition for Math, OpenSciEd and OpenStax for Science, and FJCC/iCivics/OpenStax for Social Studies); and career-contextualized learning through iCev (CTE) and WozEd (Computer Science) integration. All students participate in ACTI's full academic program and CTE pathway coursework with appropriate support.

ESOL Accessibility within iCEV and the Flipped Model
In ACTI’s flipped model, iCEV pre-class content serves as preview and exposure, not first instruction. New CTE content is explicitly re-taught in class with sheltered scaffolds by a META-trained teacher, so ELs at every WIDA level receive scaffolded first-teach rather than acquiring grade-level content independently in English.

Pre-class, ELs receive captioned iCEV videos with the lesson’s printable vocabulary handout (annotated in the home language) and a teacher preview guide of key terms and guiding questions; students' self-pace, pause, and replay. ICEV's built-in text-to-speech and translation are applied on supported courses, and adaptive translation tools elsewhere. EL pre-class tasks are exposure and vocabulary focused, reserving demanding production for the supported in class block. In class, the teacher delivers sheltered first-teach vocabulary front-loading, sentence frames, graphic organizers, hands-on application, and modified language demands at grade-level rigor with structured pair and small group talk and home-language support where appropriate.

Supports tier to WIDA proficiency:

- **Entering/Emerging (1-2)**: home-language vocabulary handout and preview guide; captioned video; heavy visuals/realia; word-picture banks and sentence starters; non-verbal or home-language demonstration before English production.
- **Developing/Expanding (3-4)**: bilingual glossary as needed; sentence and paragraph frames; graphic organizers; structured partner talks with sentence stems.

- **Bridging/Reaching (5-6)**: transcripts with targeted academic-vocabulary support; extended discourse frames; gradual release toward independent iCEV engagement and certification tasks.

Embedded language objectives accompany content objectives at every level, and certification-prep materials including iCEV's interactive vocabulary activities, CAPE-aligned tasks, and Spanish- language certification options where available are previewed with the same sheltered scaffolds so language demand never masks CTE content mastery.

Supporting Students Below Grade Level

For students performing below grade level, ACTI provides Tier 2 and Tier 3 support through the MTSS framework, delivered primarily during the Fusion Block to preserve full access to Tier 1 instruction. Strategies include structured literacy intervention using Florida Center for Reading Research (FCRR) resources and Just Words (Wilson Language Training); mathematics intervention using Khan Academy adaptive practice paired with CPALMS-aligned teacher-led instruction; scaffolding techniques (pre-teaching vocabulary, chunking complex tasks, sentence stems and frames, graphic organizers, structured note-taking, anchor charts, modeling, gradual release of responsibility, frequent checks for understanding, reteaching cycles); read-aloud and audio support; tiered assignments with multiple entry points; small-group instruction and 1:1 conferencing during the Fusion Block; and progress monitoring through FAST PM1/PM2/PM3, curriculum-embedded assessments, and intervention-program data.

Supporting Students at Grade Level

Students performing at grade level receive rigorous Tier 1 core instruction through ACTI's adopted curricula, with engagement strategies that maintain grade-level rigor including project-based and career-contextualized learning that connects academic content to authentic CTE pathway applications; structured academic discussion and Socratic seminar; collaborative group learning; formative assessment and feedback cycles; and self-direction opportunities in inquiry, design, and problem-solving tasks.

Supporting Students Above Grade Level

For students performing above grade level, ACTI provides enrichment and acceleration opportunities consistent with §1002.3105, F.S. (ACCEL options), including curriculum compacting; independent study and research projects aligned to pathway focus; tiered assignments at higher complexity levels with open-ended and authentic-problem tasks; acceleration options (subject-matter acceleration, whole-grade promotion, virtual instruction in higher-grade-level subjects, dual enrollment, credit by examination); advanced CTE coursework and stacked industry certifications; mentorship and industry partnerships; AP, AICE, and IB-equivalent coursework as offerings grow; and academic and CTE competitions (SkillsUSA,

FBLA, HOSA, TSA). Students dually identified as gifted receive services consistent with their Educational Plans.

Professional Development, Monitoring, and Environment
All instructional staff participate in ongoing professional learning focused on language acquisition, cultural competence, differentiated instruction, UDL, scaffolding, and using assessment data to refine instruction, drawing on resources from the Florida Inclusion Network (FIN), Florida Center for Reading Research (FCRR), CPALMS, and curriculum vendor-provided PD. Administrative walk-throughs and the Instructional Coach verify implementation of effective practices through review of language-support resources, scaffolding tools in use, tiered assignment design, student engagement, differentiation across the classroom, and integration of WIDA ELD Standards alongside Florida B.E.S.T. content standards in lesson planning. ACTI classrooms emphasize a welcoming, supportive, and culturally affirming climate through predictable routines, visual schedules, multimodal instruction, accessible materials, and structured opportunities for student voice and choice.

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

Monitoring and Evaluating the Progress and Success of ELL Students, Including Exit Procedures
The Academy of Career and Technical Innovations (ACTI) implement a comprehensive monitoring plan to evaluate the academic and English language development progress of English Language Learners (ELLs). Progress is assessed through both formal standardized measures and ongoing classroom-based evaluations to ensure students receive timely support and appropriate instruction.

Assessment and Progress Monitoring
English language proficiency is measured annually using **ACCESS for ELLs 2.0**, Florida's state-adopted assessment aligned with WIDA standards, which evaluates listening, speaking, reading, and writing. Academic growth is monitored through FAST PM1/PM2/PM3, statewide End-of-Course assessments, curriculum-based interim benchmarks, classroom assignments and formative assessments, and teacher observations throughout the school year.

Data is collected at the school-wide, classroom, and individual student levels and disaggregated by ELL subgroup (currently classified LY students, monitored LF students), grade level, and English proficiency level. Teachers and administrators routinely analyze performance data as part of ACTI's Multi-Tiered System of Supports (MTSS) process, with ELL students identified as a monitored subgroup. This process enables early identification of students needing additional intervention or instructional adjustments.

Criteria and Procedures for Exiting ELL Services
Students exit ELL services when they meet Florida's proficiency criteria under Rule 6A-6.0903, F.A.C., including achieving the qualifying proficient composite score on ACCESS for ELLs 2.0 and demonstrating English proficiency on the statewide ELA assessment, consistent with the current Clay County District Schools (CCDS) ESOL Procedural Manual exit criteria.

While standardized assessment results serve as the primary exit criterion, ACTI's ELL Committee also considers additional data, including teacher recommendations, classroom performance, and parental input. An ELL Committee may convene at any time, if requested by instructional staff, administrators, or parents, to review a student's readiness for exit. Reevaluations follow state-mandated timelines and procedures. For ELL students who also have IEPs, the IEP team participates in exit decisions to ensure language and disability considerations are addressed jointly.

Upon meeting exit criteria, students are reclassified from **LY (currently enrolled in ESOL)** to **LF (Former Limited English Proficient)** and enter the post-reclassification monitoring period.

Post-Reclassification Monitoring
Following reclassification, students enter a 4-semester (2-year) post-reclassification monitoring period during which the ELL Committee reviews student performance at the end of each semester using the CCDS Post-Reclassification Monitoring Form. Reviews examine academic performance, classroom achievement, and ongoing English proficiency indicators. If evidence during monitoring indicates a student is not performing on grade level because of continuing English language proficiency needs, the ELL Committee may reclassify the student back to LY status and reinstate ESOL services. If academic concerns are unrelated to English proficiency, the student may be referred to the MTSS team for academic intervention. After successful completion of the 4-semester monitoring period, students are reclassified as **LZ (no longer ELL)**.

Ongoing Program Evaluation
ACTI's leadership team evaluates overall ELL program effectiveness annually, analyzing student achievement data disaggregated by ELL status (LY, LF, LZ), grade level, English proficiency level, and other demographic factors; ACCESS for ELLs 2.0 growth data; FAST proficiency and growth for ELL students; graduation rate for ELL students; industry certification attainment for ELL students; and feedback from teachers, families, and the ELL Committee. Adjustments to instructional practices, professional development, and student supports are made based on this data review to ensure the program continues to meet the needs of English Language Learners. The Principal reports annually to the Governing Board on ELL program outcomes.

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

Staffing Plan for the English Language Learner Program

Based on demographic patterns in Clay County, the Academy of Career and Technical Innovations (ACTI) anticipate that approximately 4.6% of its student body will qualify as English Language Learners (ELLs). The school's staffing plan is designed to ensure legal compliance and high-quality instructional support for ELL students from the first year of operation, with staffing scaled as enrollment grows. The increase in ESOL-endorsed teachers in the table below reflects both new hiring and current teachers obtaining their ESOL endorsement consistent with META Consent Decree timeframes. The ESOL endorsement is incentivized with a $1,000 Supplemental award.

Table 7.1 Projected ESOL Staffing (Years 1-7)

	Year 1	Year 2	Year 3	Year 4	Year 5
Grades K-3	0	0	0	0	0
Grades 4-8	132	264	396	396	396
Grades 9-12	0	0	0	132	264
Total Students	**132**	**264**	**396**	**528**	**660**
Percent of Students are ESOL	4.6%	4.6%	4.6%	4.6%	4.6%
English Language Learners	7	13	19	25	31
ESOL Endorsed Teachers	6	12	18	24	30
Teacher/Student ratio	1:1.7	1:1.08	1:1.06	1:1.04	1:1.0

Staffing Approach and Qualifications

Core Classroom Teachers. Consistent with META Consent Decree requirements, ACTI prioritizes ESOL endorsement in teacher hiring. Teachers who have not yet completed the required ESOL coursework upon hire enroll in state-approved ESOL training and complete the requirement within the timeframes established by the META Consent Decree (Category I teachers within 3 years; Category II and III teachers within 6 years from initial assignment of an ELL student). Continued teaching assignments involving ELL students are contingent upon demonstrated progress toward completion. Preference in hiring is given to candidates who hold current Florida ESOL endorsements; ACTI recognizes that many recent Florida college graduates meet this criterion due to required ESOL coursework in their teacher preparation programs. At minimum, ACTI ensures at least one ESOL-endorsed teacher serves at each grade level to manage ELL plan coordination and assessment responsibilities.

ELL Program Oversight. The Principal or a qualified designee from the instructional leadership team oversees the ELL program, including assessment of coordination, documentation, and compliance monitoring. This individual organizes ELL Committee meetings, serves as a liaison to the Clay County District Schools (CCDS) ESOL Department, and oversees META Consent Decree compliance.

Instructional Support Staffing. As the number of ELL students increases, ACTI adds dedicated instructional support to teachers, paraprofessionals, or both to provide small-group and individualized assistance. These staff members hold either a Florida teaching certificate with ESOL endorsement or appropriate paraprofessional qualifications, with priority given to bilingual candidates.

Bilingual Staffing and Family Engagement Support. To strengthen language access and family engagement, ACTI actively recruits teachers, paraprofessionals, and parent volunteers who speak the home languages of enrolled ELL students, with a focus on Spanish given Clay County demographics. This recruitment enhances instructional delivery and improves school-to-home communication for Spanish-speaking families.

MTSS Team Representation. At least one member of ACTI's MTSS team holds an ESOL endorsement to ensure the needs of ELL students are accurately represented during intervention planning and student support discussions.

Identification and Documentation of Out-of-Field Teachers

Consistent with §1012.42, F.S., ACTI identifies out-of-field ESOL teachers through a formal credential review conducted prior to assignment and updated annually. During hiring and scheduling, the Principal or designee reviews each teacher's Florida certification status and endorsements against student enrollment data to determine whether the teacher is assigned ELL students without holding an active ESOL endorsement. Teachers identified as out of field are formally documented, notified in writing, enrolled in state-approved ESOL endorsement coursework, and their progress toward completion is monitored by school leadership and documented annually to ensure compliance with META Consent Decree timelines. When a teacher teaches out-of-field for more than five consecutive weeks, ACTI provides written notification to parents of affected students consistent with §1012.42, F.S. Assignment and endorsement status are reviewed whenever student enrollment or instructional assignments change.

Professional Development

Ongoing professional learning ensures all staff members receive training in evidence-based instructional strategies for supporting ELL students, including language acquisition strategies, sheltered instruction, cultural responsiveness, and differentiated instruction. Training draws resources from the Florida Department of Education, CCDS ESOL Department, WIDA for professional learning, and other state-approved providers. ESOL professional development is embedded within ACTI's professional development schedule and tied to the school's instructional evaluation processes.

ACTI ensures that its ELL program is fully supported, compliant with state and federal regulations including the META Consent Decree and §1003.56, F.S., and able to meet the academic and linguistic needs of its English Language Learners.

SECTION 8: SCHOOL CULTURE AND DISCIPLINE

A. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

School Culture and Ethos

At the Academy of Career and Technical Innovations (ACTI), the school's culture is centered on cultivating independent, empathetic, and innovative leaders prepared for academic success, workforce readiness, and responsible citizenship. ACTI's culture is intentionally aligned with its mission as a career and technical school: students develop not only as learners but as future professionals, internalizing workplace expectations, industry standards, and the habits of mind that distinguish skilled workers and engaged citizens.

ACTI's ethos emphasizes student empowerment, respect, collaboration, accountability, and professional identity, built on five pillars: *academic rigor* through standards-aligned, career-contextualized learning; *professional identity and workforce culture* shaped by industry standards and mentorship from pathway instructors and industry partners; *social-emotional development* through the CASEL framework (self-awareness, self-management, social awareness, relationship skills, responsible decision-making); *positive behavior and restorative practices* combining school-wide Positive Behavioral Interventions and Supports (PBIS) with restorative practices for relationship-centered conflict resolution; and *civic and character education* consistent with §1003.42(2)(s), F.S., developing honesty, kindness, self-control, courtesy, citizenship, respect, and responsibility.

Promoting a Positive Academic Environment

ACTI integrates project-based learning and career-contextualized instruction that encourage critical thinking, creativity, and problem-solving. Students engage actively in their education, working independently and collaboratively to explore complex, real-world challenges, while teachers serve as facilitators and mentors guiding students in developing autonomy, resilience, and leadership. Career pathway coursework adds a distinctive cultural element: students develop identity through their selected pathway (Architecture & Construction, Engineering & Technology Education, Health Science, Transportation/Distribution/Logistics), engage with industry partners and certified professionals, and meet workplace standards in pathway labs and projects. Workforce behaviors punctuality, professionalism, safety practices, technical communication, and teamwork are taught and reinforced as cultural norms.

Supporting Intellectual and Social Development

ACTI's social-emotional development framework draws on CASEL's five core competencies, embedded into daily instruction through advisory periods, structured discussion practices, collaborative learning, and reflective practices. Social development is further supported through community-building practices (classroom community circles, advisory groups, pathway cohorts);

restorative practices including restorative circles, restorative conferences, peer mediation, and restorative reentry; school-wide PBIS providing positive behavior expectations, recognition systems, and tiered behavioral supports; student voice opportunities through student government, student-led conferences, student advisory groups, and student representation on school improvement teams; mentorship by teachers, school staff, and industry professionals; and civic engagement and service learning aligned with ACTI's mission-specific civic engagement goals. ACTI's culture invites family and community partnership through family workshops, student-led conferences, IEP and 504 meetings, school events, and Governing Board engagement, with industry partners contributing through guest instruction, mentorship, work-based learning, and advisory roles. Given ACTI's phased grade-level rollout, each year brings new cohorts who receive structured orientation covering academic expectations, behavior expectations, restorative practices, pathway exploration, and social-emotional supports, with returning students serving as peer mentors and ambassadors.

Key Cultural Strategies

ACTI sets clear academic, behavioral, and workplace-readiness expectations that promote personal responsibility; embeds leadership development and problem-solving opportunities into daily instruction; uses restorative practices and PBIS together to cultivate empathy, fairness, and community connection; encourages student voice in shaping school norms and resolving challenges collaboratively; models and reinforces professional behaviors aligned with industry standards; and maintains a disciplined yet supportive climate where reflection and goal setting are routine.

Restorative Practices Training and Implementation

ACTI faculty and staff receive formal training in evidence-based restorative practices prior to the start of school and through ongoing professional development. Initial pre-service training includes approximately 16 hours of foundational coursework in restorative circles, restorative conferences, relationship-centered classroom management, and tiered restorative practices (Tier 1 community-building, Tier 2 responsive practices, Tier 3 restorative reentry), drawing on resources from the International Institute for Restorative Practices (IIRP), the Florida PBIS Project at the University of South Florida, and CCDS-approved restorative practices resources. All instructional staff, administrators, and student support personnel participate, with refresher sessions and coaching embedded throughout the school year. Restorative practices are coordinated with school-wide PBIS complementing rather than replacing it and school leadership monitors implementation through classroom observations, discipline data reviews, restorative practices implementation logs, and staff feedback.

Measuring School Culture

Consistent with ACTI's Mission-Specific Goal 5, school culture is monitored through annual climate surveys administered to students, families, staff, and industry partners (target: 85%+

favorability on overall satisfaction); attendance rates (target: 95%+ daily attendance); out-of-school suspension rates (target: under 5% annually, at least 2 percentage points below the Clay County District average); discipline disproportionality data disaggregated by race/ethnicity and disability status; and student-led feedback through advisory groups and student government.

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's 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.

Student Discipline, Resiliency Instruction, and Attendance Supports

The Academy of Career and Technical Innovations (ACTI) will adopt and implement the Clay County District Schools (CCDS) Code of Student Conduct, which is referenced as **Attachment G**. ACTI's discipline framework operates within the CCDS Code and is supplemented by ACTI school-based practices that emphasize prevention, restoration, accountability, and positive school culture, all consistent with §1003.32, §1006.07, §1006.09, §1006.13, §1003.31, §1003.45, §1006.147, §1003.573, and §1003.42(2)(s), F.S.

Discipline Philosophy and Practices

ACTI's discipline approach combines preventive practices, positive support, and proportionate consequences:

Preventive practices include clear school-wide expectations communicated through the Student and Family Handbook and reinforced through orientation; explicit teaching of behavioral expectations consistent with Positive Behavioral Interventions and Supports (PBIS); restorative practices for community-building and conflict resolution; resiliency instruction; advisory periods and Fusion Block addressing self-regulation, problem-solving, and goal-setting; and proactive family communication and engagement.

Positive incentives include school-wide recognition for academic achievement and positive behavior; pathway-specific honors and industry recognition; leadership opportunities including student government, advisory groups, and ambassadorships; eligibility for special events, field experiences, and industry partnerships; goal setting and reflection in advisory/Fusion Block; and recognition for strong attendance.

Consequences are progressive, proportionate, and aligned with the CCDS Code of Student Conduct. Minor infractions are addressed through teacher-managed interventions including reteaching, restorative conversations, parent contact, and classroom-level consequences. Major infractions are addressed through administrative consequences including detention, in-school suspension, out-of-school suspension, and (for serious or repeated offenses) recommendations for expulsion to CCDS.

Offenses Requiring or Permitting Suspension/Expulsion
ACTI follows the offense categories specified in the CCDS Code of Student Conduct, which aligns with Florida law.

Non-discretionary (mandatory) offenses requiring expulsion recommendation under §1006.13, F.S. (Florida's zero tolerance policy):

- Possession, use, or threatened use of a firearm or weapon on school property, at school events, or on school transportation
- Possession, use, sale, or distribution of controlled substances on school property, at school events, or on school transportation
- Battery on a teacher or other school personnel
- Sexual battery or sexual offenses
- Making a false report or threat against the school
- Felony offenses occurring on or off school property when the offense affects the school's educational environment

These offenses also require reporting to law enforcement consistent with §1006.13, F.S.

Discretionary offenses for which a student may be suspended or recommended for expulsion include but are not limited to:

- Fighting and physical altercations
- Bullying and harassment, including cyberbullying, in violation of §1006.147, F.S.
- Theft and vandalism
- Possession or use of tobacco or nicotine products
- Repeated defiance, insubordination, or disruption
- Academic dishonesty
- Violation of technology and acceptable use policies
- Threats not rising to the felony level
- Other violations specified in the CCDS Code of Student Conduct

Roles and Responsibilities
Teachers establish classroom expectations consistent with school-wide norms, implement evidence-based classroom management and restorative practices, address minor infractions through teacher-managed interventions, document behavior incidents, communicate with families, and refer to significant infractions to administration.

School Counselors and Support Staff support students through individual and group counseling, restorative conferencing, and connection to mental health and family support resources.

Administrators (Principal and designees) administer school-wide discipline policy, conduct investigations of major infractions, determine administrative consequences within their authority,

conduct manifestation determination reviews for students with disabilities, communicate with families, make expulsion recommendations to CCDS, and oversee discipline data tracking.

Governing Board oversees discipline policy implementation and outcomes through annual review of discipline data including suspension rates, expulsion recommendations, and disproportionality analysis; approves any school-specific supplemental discipline policies; reviews disciplinary appeals as appropriate within Board authority; and ensures policy compliance with state and federal law.

Rights of Students with Disabilities in Disciplinary Proceedings

ACTI's discipline procedures fully comply with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and applicable Florida regulations:

Ten-day rule. When disciplinary removals of a student with a disability exceed 10 cumulative school days in a school year, additional procedural protections apply, including manifestation determination and continuation of FAPE.

Manifestation determination review. Within 10 school days of any decision to change a student's placement due to a violation of the code of conduct, the IEP team (including the parent) conducts a manifestation determination review applying the two-prong test: (1) whether the conduct was caused by, or had a direct and substantial relationship to, the student's disability; and (2) whether the conduct was the direct result of the school's failure to implement the IEP. If the answer to either prong is yes, the student returns to the placement from which removed (unless the parent and school agree to a placement change as part of a behavior intervention plan), and the IEP team conducts a Functional Behavioral Assessment (FBA) and develops or reviews the Behavior Intervention Plan (BIP). If the answer to both prongs is no, regular disciplinary procedures apply, but services continue.

Continuation of FAPE. During any disciplinary removal exceeding 10 cumulative school days, the student with a disability continues to receive FAPE consistent with IDEA, including services that enable participation in the general education curriculum, progress toward IEP goals, and (when appropriate) an FBA and BIP. Services are delivered in an Interim Alternative Educational Setting (IAES) determined by the IEP team.

Special circumstances under IDEA. For specific offenses carrying or possessing a weapon at school, knowingly possessing or using illegal drugs at school, or inflicting serious bodily injury on another person at school a student with a disability may be placed in an IAES for up to 45 school days regardless of manifestation determination, with continuation of FAPE in the IAES.

Section 504 students. Disciplinary protections for students with Section 504 plans parallel IDEA protections, including manifestation determination review for removals constituting a significant change in placement.

Restraint and seclusion. Consistent with §1003.573, F.S., ACTI does not use restraint or seclusion except in emergency circumstances, follows all reporting requirements when used, and provides parental notification.

Due Process Procedures

ACTI follows due process procedures consistent with the CCDS Code of Student Conduct and applicable Florida law:

Short-term suspension (up to 10 school days). Prior to suspension, the student receives oral or written notice of the charges, an explanation of the evidence, and an opportunity to present their side of the story. Written notice of the suspension is provided to parents within 24 hours, including reason, length, and appeal procedures.

Long-term suspension or expulsion recommendation. For consequences exceeding 10 school days, the student and family receive written notice of the charges, the proposed consequence, and the right to hearing. The hearing is conducted by the Principal or designee with the student and family present, with the right to representation, the right to present evidence and witnesses, and the right to question witnesses. Following the hearing, the Principal issues a written decision.

Appeals process. A student or family may appeal a Principal's decision through the following tiers: (1) appeal to the Governing Board for school-level disciplinary decisions; (2) for expulsion recommendations, the matter is referred to CCDS for the district expulsion process, which provides additional hearing rights consistent with district policy and §1006.07, F.S. The student has the right to representation throughout the appeals process.

Services for Students Out of School More Than 10 Days

For any student whose disciplinary removal exceeds 10 cumulative school days in a school year, ACTI provides educational services to enable continued progress. For *students with disabilities,* FAPE continues in an IAES determined by the IEP team, with all IEP services and access to general curriculum. For *students without disabilities,* ACTI provides educational continuity through online coursework via Florida Virtual School or other state-approved providers, instructional packets, and check-ins with teachers to ensure continued academic progress. School counselors maintain regular contact with the family and students during the removal period and coordinate transition back to school upon reentry.

Resiliency Instruction

In alignment with Florida's statewide Resiliency Initiative, ACTI meets all required resiliency instructional minutes through scheduled advisory and Fusion Block periods on goal-setting, self-regulation, and problem-solving; embedded instruction within core and career-focused courses reinforcing perseverance, responsible decision-making, and conflict resolution through project-based learning; and restorative practices including reflection and guided dialogue to strengthen

resilience skills and accountability. School leadership documents and monitors instructional minutes through lesson plans and schedules to ensure compliance with state requirements.

Attendance Supports and Incentives
ACTI promotes regular attendance as a critical academic and workforce-readiness skill. Attendance is monitored daily, with early intervention for students showing patterns of absenteeism. Incentives include recognition for strong attendance, eligibility for leadership roles and special events, and goal setting and reflection during advisory/Fusion Block. Students with chronic absenteeism receive targeted interventions through ACTI's MTSS team with active family involvement, including attendance contracts, mentorship, family conferences, and (when warranted) referral consistent with §1003.27, F.S. regarding school attendance enforcement.

Bullying, Harassment, and Drug-Free School Compliance
ACTI maintains policies prohibiting bullying and harassment consistent with §1006.147, F.S., including procedures for reporting, investigation, response, and prevention. ACTI maintains drug-free school environment compliance consistent with federal and Florida law.

Communication of Rights and Responsibilities
Student and parent rights and responsibilities are communicated through:

- The Student and Family Handbook, distributed at enrollment with parent acknowledgment of receipt and available in English and Spanish (consistent with the home-language communication commitments throughout the application)
- Orientation sessions for new students and families
- Quarterly newsletters and ongoing school communications
- Direct notification when disciplinary action is initiated, including written notice of charges, evidence, proposed consequences, and appeal procedures
- Posting of key policies on the school website
- IEP and 504 plan meetings, which include discussion of behavior expectations, accommodations, and discipline protections for students with disabilities

Discipline Data Tracking and Continuous Improvement
ACTI tracks and analyzes discipline data including suspension rates, expulsion recommendations, infractions by type, time of day, location, and disproportionality by race/ethnicity, disability status, gender, and ELL status. Discipline data is reviewed quarterly by the Principal and MTSS team, with annual reporting to the Governing Board including disproportionality analysis. Data findings inform PD priorities, policy refinements, and targeted intervention.

SECTION 9: SUPPLEMENTAL PROGRAMMING

A. Describe an extra-and co-curricular activity or programming the school will offer, if applicable; how often they will occur; and how they will be funded.

Co-Curricular and Extra-Curricular Programming

The Academy of Career and Technical Innovations (ACTI) offers career-focused co-curricular and extra-curricular programming aligned with its Career and Technical Education (CTE) mission. ACTI does not operate traditional athletics; resources are concentrated on career exploration, certification preparation, leadership development, and workforce skill-building. Students interested in athletics may pursue them through community-based programs, with the school counselor supporting families in identifying options.

Career and Technical Student Organizations (CTSOs)

ACTI maintains a tracked prospect pipeline of named regional employers and associations mapped to four partner roles across all four pathways, with the regional workforce board as initial convener and a target of executed letters of intent for each pathway before the first instructional year.

Service Learning, Mentorship, and Work-Based Learning

Service learning is integrated into co-curricular programming consistent with Mission-Specific Goal 4 (20 hours per year middle school, 30 hours per year high school, 100 hours cumulative by graduation for Bright Futures recognition), organized through the school counselor and pathway instructors with pathway-aligned opportunities. Industry mentorship and work-based learning components include guest speakers, mentorship pairings, job shadowing, high school internships, and capstone projects developed with industry partners provided at no cost to students.

Extended-Day Career Enrichment Programs

Rationale. Extended-day enrichment serves two needs: it extends ACTI's CTE mission beyond the school day- certification prep, applied labs, and industry simulations that deepen pathway mastery and it provides supervised, productive time for students of working families whose schedules extend past dismissal. For secondary students, the emphasis is enrichment and credential attainment rather than custodial care, aligning the program with ACTI's college-and-career purpose.

Supervision and screening. All extended-day sessions are supervised by ACTI personnel or approved providers at student-to-adult ratios consistent with the school day. All staff and any third- party providers with direct student contact complete background screening under the Volunteer & Employee Criminal History System (VECHS) and Level 2 screening pursuant to ss. 1012.32 and 1012.465, Florida Statutes, before working with students. Attendance is taken for each session; students sign up at pickup, and the program operates under the school's standard safety, emergency, and behavior protocols.

Funding contingency. Optional extended-day enrichment is designed to be self-sustaining through sliding-scale fees, with scholarships funded by grants and industry sponsorships; it is not a dependency in ACTI's core operating budget. If fee revenue fails below projection, ACTI will

(1) scale program scope, frequency, session length, or number of offerings to match available revenue; (2) prioritize no-cost, pathway-tied core co-curricular activities, CTSO participation, and work-based learning, which are funded through FEFP, and operating funds and are not contingent on fee income; and (3) pursue additional grants and industry sponsorships to close gaps. Because optional enrichment is budgeted separately from required programming, a shortfall reduces optional offerings without affecting core instruction or pathway delivery.

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.

Academy of Career and Technical Innovations (ACTI) has incorporated a Florida not-for-profit corporation. ACTI has received federal tax-exempt status pursuant to Section 501(c) 3 of the Internal Revenue Code for the purpose of governing and operating one or more public charter schools. These artifacts will be included as an attachment.

B. Provide the following documents, if available, as attachments:

- **The articles of incorporation for the applicant organization (or copies of the filing form - Attachment H**
- **501 (c) 3 tax exempt status determination letter (or copy of the filing form) - Attachment I**
- **Governing Board by-laws - Attachment J**
- **Governing Board code of ethics and conflict of interest policy - Attachment K**

The Articles of Incorporation (Attachment H), the 501(c)(3) tax-exempt determination letter or filing form (Attachment I), the Governing Board by-laws (Attachment J), and the Governing Board Code of Ethics and Conflict of Interest Policy (Attachment K) are included.

C. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of governing board; committee structure (if applicable); and how the board will interact with the principal/head of school and any advisory bodies.

Governance Structure

ACTI is governed by an independent, nonprofit Governing Board holding ultimate legal, fiduciary, and academic accountability for the school, operating consistent with §1002.33, F.S., Chapter 617, F.S. (Florida Not for Profit Corporation Act), Florida's Government in the Sunshine Law (§286.011, F.S.), Florida's Public Records Law (Chapter 119, F.S.), and applicable ethics requirements. Members serve without compensation except for approved reimbursement of expenses. The Board's primary duties are strategic leadership (establishing mission, vision, and policy); academic and operational oversight (monitoring achievement, charter compliance, and operations through regular reporting); fiscal oversight (approving the annual budget, monitoring financial performance and internal controls, and reviewing annual audits); personnel authority (hiring, evaluating, and if necessary terminating the Executive Director, and approving the Principal and other key leadership on the Executive Director's recommendation); accountability and compliance with local, state, and federal law; community representation; service as the final decision-making body for unresolved grievances; and maintenance and enforcement of a conflict-of-interest policy consistent with §617.0832, F.S.

Delegation of Authority

While retaining ultimate accountability, the Board delegates daily management. The Executive Director reports to the Board as chief executive, responsible for school leadership, strategy,

financial management, operations, compliance, facilities, fundraising, community and industry partnerships, and supervision of the Principal and senior staff. The Principal reports to the Executive Director as chief academic leader, responsible for curriculum implementation, instructional leadership, teacher supervision and evaluation, student discipline, ESE and ELL oversight, and site operations. The Business Manager (finance, payroll, purchasing, and reporting) and the Operations/Facilities Manager (safety, maintenance, transportation coordination, and regulatory compliance) report to the Executive Director; the Registrar (enrollment, lottery administration, and student records) and the ESE/MTSS Coordinator (IDEA and Section 504 compliance) report to the Principal.

Committees, leadership interaction, and advisory bodies.
The Board maintains a Finance and Audit Committee, chaired by the Treasurer, to oversee financial reporting and audit processes, recommend the independent auditor, review audit findings and corrective actions, and review budgets, cash-flow projections, internal controls, and financial policies, reporting recommendations to the full Board; at least one member is a designated financial expert, and the Executive Director and Principal participate as non-voting members. Operating in a governance rather than management role, the Board meets at least monthly during the first year, receiving reports from the Executive Director as its primary liaison, with the Principal attending to provide academic updates. Advisory bodies (an Industry Advisory Committee supporting the CTE pathways and a Parent and Family Advisory Council, described in prompt K) provide input to leadership without formal decision-making authority. Any committee or advisory body authorized to make recommendations to the Board or act on its behalf complies with Florida's Government in the Sunshine Law.

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

Board Meeting Frequency and Open Meetings/Records Compliance
The Board meets monthly during the pre-opening year and the first three years of operation, may transition to bi-monthly meetings as the school matures, and holds additional special or workshop meetings as needed, generally on-site in ADA-accessible facilities with accommodations available on request. A quorum is required for official action, and decisions are approved by majority vote unless a greater vote is required, with minutes recording how each member voted on each action item.

ACTI fully complies with Florida's Government in the Sunshine Law (§286.011, F.S.) and Public Records Act (Chapter 119, F.S.): all meetings, workshops, and special sessions are open to the public unless a lawful exemption applies; notices and agendas are posted on the school website and on-site at least 48 hours in advance; and public comment is permitted. Consistent with §1002.33(9)(p), F.S., the Board approves and posts an annual meeting calendar and posts minutes on the website. The Board adopts a public-records policy developed with legal counsel,

designates a public-records custodian, responds to requests under Chapter 119, F.S., and retains and destroys records under Florida's General Records Schedule GS7 for Public Schools.

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.

Governing Board Size and Composition

As provided in ACTI's bylaws, the Governing Board consists of a minimum of five (5) and a maximum of seven (7) voting members; ACTI opens with five (5) members and may expand to seven (7) as enrollment and program needs to increase. Members serve staggered three-year terms limited to two consecutive terms, with new members recruited through the Board's Nominating Committee.

The Board is intentionally composed to represent the skills most critical to ACTI's mission: workforce development and industry partnerships aligned to the four pathways (Architecture & Construction; Engineering & Technology Education; Health Science; and Transportation, Distribution & Logistics); K-12 education and instructional leadership; financial management, budgeting, and nonprofit governance; legal, compliance, and public-sector accountability; real estate, facilities, and development; and community and parent/family representation. Constituencies represented include industry and workforce leaders aligned to the pathways, Clay County business and community stakeholders, real estate and economic-development representation, and parents and families served by the school, reflecting the demographic, professional, and community diversity of the population ACTI serves. All members serve as volunteers (with approved expense reimbursement) and complete state-required governance training.

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

Board Member Selection, Term Limits, and Officer Selection

The founding Board was recruited through professional networks, community partnerships, and Clay County outreach to reflect the expertise and constituencies essential to ACTI's mission, with members serving staggered initial terms for continuity. Subsequent members are nominated through a structured Nominating Committee of current members, evaluated for qualifications, experience, and mission alignment, and appointed by majority vote of the full Board at a duly noticed public meeting; vacancies arising between elections are filled by Board appointment for the unexpired term.

Members serve three-year terms limited to two consecutive terms and may be considered for reappointment after a one-year break in service, with terms staggered for continuity. Officers Chair, Vice Chair, Treasurer, and Secretary are elected annually from among the members at a

duly noticed meeting, serve one-year terms, and may be re-elected, with duties defined in the bylaws.

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

How Board Structure Ensures Academic, Operational, and Financial Success

The Board pairs members with expertise across K-12 education, workforce development, fiscal management, legal and compliance, real estate, and community engagement with clear oversight systems. Academically, it monitors achievement data and instructional outcomes through quarterly reports tied to ACTI's mission-specific goals and state accountability targets; operationally, it sets policy, ensures compliance, and evaluates the Executive Director annually; and financially, it exercises rigorous oversight through budget approval, monthly financial reporting, and audit review by the Finance and Audit Committee.

The Board applies ACTI's corrective-action framework when performance thresholds are not met, retaining ultimate legal, fiduciary, academic, and financial accountability while delegating daily operations to the Executive Director and Principal positioning the school for academic success, operational stability, and long-term financial sustainability.

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) résumé.

Name	Current or Prospective Member	Role on Board	Submission Requirements
Isaac Brohinsky	*Current*	Treasurer	[x] Résumé [x] Information Sheet
Nicole Carroll	*Current*	Chair	[x] Résumé [x] Information Sheet
Jonathon Watts	*Current*	*Member*	[x] Résumé [x] Information Sheet
Latoshia Hall	*Current*	Secretary	[x] Résumé [x] Information Sheet
Kevin Grant	*Current*	*Vice Chair*	[x] Résumé [x] Information Sheet

I. Describe the plans for board members recruitment and development, including the orientation process for new members and ongoing professional development to increase the capacity of the board.

Recruitment Strategy

ACTI maintains an ongoing, transparent recruitment process drawing candidates from local leaders in K-12 education, business, finance, nonprofit management, workforce development, and community service; vacancies are posted on the website and shared through professional and community networks. Candidates complete an application, interview with the Nominating

Committee (at least two current members), and are evaluated for expertise, leadership capacity, mission alignment, and availability; final appointments require majority Board approval followed by background screening. New members complete a structured orientation covering ACTI's mission, charter obligations, governance responsibilities, bylaws, financial status, and academic goals, and receive a governance handbook (charter agreement, board policies, recent minutes, and financial reports) with introductions to school leadership.

All members complete FLDOE-approved governance training pursuant to §1002.33(9)(j), F.S., and Rule 6A-6.0784, F.A.C. covering Sunshine Law, ethics, conflict of interest, public records, charter law, and fiduciary responsibilities with founding members completing initial training within 90 days of charter approval, new members within 90 days of appointment, and all members completing refresher training every three years. The Board encourages participation in charter-specific development (e.g., the Florida Consortium of Public Charter Schools and the National Charter Schools Institute), founding members complete additional pre-opening governance preparation, and the Board conducts an annual self-evaluation to identify development needs.

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

Board Ethical Standards and Conflict of Interest Procedures

The Board has adopted a Code of Ethics and Conflict of Interest Policy in compliance with §§1002.33(26), 112.313, 112.3143, and 617.0832, F.S., and the Sunshine Law (§286.011, F.S.). A conflict of interest exists when a member or immediate family member has a direct or indirect personal or financial interest that could influence, or appear to influence, the member's judgment; members have a continuing duty to disclose and must complete an annual written conflict-of-interest disclosure in addition to meeting-specific disclosures. All actual or potential conflicts are disclosed at a publicly noticed meeting before any discussion or vote, with the disclosure, recusal, and abstention stated on the record and documented in the minutes; no conflict-related deliberation occurs outside a public meeting. Consistent with §112.3143(3), F.S., a member abstains from any vote that would inure to the special private gain or loss of the member, a relative, a business associate, or a principal by whom the member is retained, publicly discloses the nature of the conflict, files the required written disclosure (including Form 8B where applicable), and does not participate in related deliberations.

Members comply with §112.313 (2), F.S., regarding gifts. All disclosures, abstentions, recusals, and minutes are maintained as public records under Chapter 119, F.S. Any transaction involving a potential conflict must be fair, reasonable, competitively procured where required, and demonstrably in the school's best interest. Consistent with §§1002.33 (24) and 1002.33 (7)(a) 18., F.S., the policy also includes anti-nepotism provisions restricting the employment or advancement of relatives and requires the school to disclose to its sponsor annually the identity

of any employed relatives of board members or school administrators; and consistent with §1002.33 (12) (g), F.S., each board member completes fingerprinting and background screening within 30 days of appointment. Alleged violations are reviewed and addressed under state law and Board policy, including referral to the Florida Commission on Ethics where appropriate.

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.

School Advisory Bodies and Councils

Beyond the Finance and Audit Committee (a committee of the Board described in prompt C), ACTI maintains advisory bodies that support leadership without independent decision-making authority. The Industry Advisory Committee industry representatives from each of the four pathways advises on curriculum alignment with industry standards, certification priorities, equipment and facility recommendations, work-based learning and internship/mentorship pipelines, and emerging workforce trends; it meets monthly during the first two years and quarterly thereafter, advising the Executive Director, Principal, and pathway instructors and reporting periodically to the Board through the Executive Director.

The Parent and Family Advisory Council parents and family members of enrolled students advise on school culture, family engagement, communications, and family experience, meeting monthly during the first two years and quarterly thereafter and reporting to the Board through the Executive Director. Consistent with its bylaws and §1002.33(9), F.S., the Board also appoints a parent representative a Clay County resident who may be a Board member, employee, or contracted individual to facilitate parental involvement and assist in resolving disputes, and who attends Board meetings in person. Any committee or advisory body authorized to make recommendations to the Board or act on its behalf complies with Florida's Government in Sunshine Law.

L. Briefly explain the process that the school will follow should a parent of student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. <u>This includes the process for developing procedures for complaint resolution of parental concerns involving student welfare, including the student welfare provisions described in section 1001.42(8) (c) 1-6, F.S.</u> The entire process or policy does not have to be developed; however, applicants should be able to articulate the primary steps.

Process for Resolving Parental Concerns and Complaints

ACTI follows a structured, transparent process consistent with §1001.42(8)(c)1–6, F.S. (parental rights), §1002.33(9)(p)2., F.S. (charter grievance procedures), and applicable federal civil rights laws: (1) initial resolution with the staff member directly involved, with a response within 10 school days; (2) review by the Principal within 10 school days; (3) review by the Executive

Director within 10 school days; and (4) a written complaint to the Governing Board, placed on a publicly noticed agenda for a final determination under §1002.33(9)(p)2., F.S.

For concerns involving the student-welfare provisions of §1001.42(8)(c)1–6, F.S. including the rights to be informed of and opt out of certain materials or instruction, inspect instructional materials, access student records, and receive notifications affecting the student a parent may request appointment of a Special Magistrate through the Commissioner of Education after exhausting school-level remedies, with the State Board of Education making the final determination.

Specialized procedures apply for students with disabilities (IDEA IEP facilitation, state complaint, mediation, and due process and Section 504), English Language Learners (ELL Committee procedures under the META Consent Decree), and discrimination complaints (Title VI, Title IX, Section 504, and the ADA, through ACTI's designated Title IX and 504 Coordinators). ACTI prohibits retaliation, publishes the process in the Student and Family Handbook in English and Spanish, and reviews it annually.

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 partner organization

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

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

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

Not applicable.

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.

Organizational Charts

Organizational charts for the Academy of Career and Technical Innovations (ACTI) are provided in **Attachment M**, depicting governance, management, and staffing structure at four time points:

- *Pre-operational year:* Governing Board, Executive Director, and core founding leadership team
- *First year of school operations:* Year 1 staffing structure serving Grade 6 with 132 students
- *End of charter term:* Year 5 staffing structure serving Grades 6-10 with approximately 660 students
- *Full capacity*: Year 7 staffing structure serving Grades 6-12 with approximately 924 students

Each chart delineates the roles, responsibilities, lines of authority, and reporting relationships among the Governing Board, the Finance and Audit Committee (committee of the Board), advisory bodies (Industry Advisory Committee and Parent and Family Advisory Council), the Executive Director, the Principal, instructional staff, operational and administrative staff, and any contracted service providers. Lines of authority within the school flow from the Governing Board to the Executive Director, who serves as the chief executive and reports directly to the Board, to the Principal, who serves as the chief academic leader and reports to the Executive Director, and through the Principal and Executive Director to instructional, operational, and administrative staff.

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?

School Leadership: Executive Director and Principal

The Academy of Career and Technical Innovations (ACTI) operates under a two-leader structure consistent with its governance plan. The **Executive Director** is the senior leader who reports directly to the Governing Board and is responsible for overall school leadership, strategic implementation, operations, finance, compliance, facilities, fundraising, community and industry partnerships, and supervision of the Principal and senior staff. The Principal reports to the

Executive Director and is the chief academic leader, responsible for curriculum implementation, instructional leadership, teacher supervision and evaluation, student discipline, ESE and ELL program oversight, and day-to-day school site operations.

Executive Director

ACTI has identified its Executive Director, whose resume and qualifications are provided as **Attachment N**. The Executive Director brings leadership experience, mission alignment, and operational capacity needed to design, launch, and manage ACTI as a high-performing CTE charter school. The Executive Director's qualifications include educational leadership experience, knowledge of Florida charter school governance and compliance, alignment with Florida Principal Leadership Standards under Rule 6A-5.080, F.A.C., and demonstrated capacity to build partnerships across education, industry, and community sectors aligned with ACTI's career and technical mission. The Executive Director will lead pre-opening preparation, including the recruitment and selection of the Principal, instructional staff hiring, curriculum finalization, facility readiness, family recruitment, and operational launch.

Principal Hiring Process

Upon charter contract completion, the Executive Director, in coordination with the Governing Board, will lead a structured, transparent recruitment and selection process to hire a highly qualified Principal aligned to ACTI's mission.

Leadership Criteria and Qualifications. The Principal must demonstrate a master's degree or higher in education, educational leadership, or a related field; Florida Educational Leadership Certification (or eligibility to obtain it); proven leadership experience in education, preferably with career and technical education and secondary school experience; demonstrated success improving student achievement and instructional quality; knowledge of charter governance, compliance, ESE/ELL requirements, and Florida B.E.S.T. Standards implementation; ability to build partnerships with families, community organizations, employers, and postsecondary institutions; strong instructional leadership, teacher coaching, and personnel management skills; capacity to lead a school culture grounded in high expectations, student support, and career readiness; and alignment with Florida Principal Leadership Standards under Rule 6A-5.080, F.A.C. A full job description and qualification requirements are included as **Attachment O**. The hiring process complies with all nondiscrimination provisions under §1000.05, F.S. (Florida Educational Equity Act).

Recruitment and Selection. ACTI conducts a broad recruitment campaign using local and national education job boards (including the Florida Consortium of Public Charter Schools, National Charter Schools Institute, AASA, Indeed, LinkedIn, and Education Week), professional networks, and referral sources. A search committee — composed of the Executive Director, Board members, and one or more external advisors drawn from the Industry Advisory Committee or community partners — screens applications using a standardized rubric aligned to

leadership competencies, Florida Principal Leadership Standards, and school needs. The search committee interviews top candidates, conducts reference and background checks (including Level 2 fingerprint screening required under §1012.32, F.S.), and recommends finalists to the full Governing Board. The Board, in consultation with the Executive Director, selects the Principal by majority vote at a duly noticed Board meeting.

Timeline. Recruitment launches upon charter contract completion (anticipated late 2026), with application screening and initial interviews within 60 days, finalist interviews and reference/background checks within 90-120 days, and Principal selection and appointment no later than March 2027. From March through August 2027, the Principal works with the Executive Director on pre-opening preparation including instructional staff hiring, curriculum finalization, facility readiness, and family recruitment. ACTI opens in August 2027 with the Executive Director and Principal both in place.

Evaluation and Accountability

The Executive Director is evaluated annually by the Governing Board in compliance with §1012.34, F.S., using the Florida Consortium of Public Charter Schools' Instructional Leadership Performance Appraisal System or a comparable evaluation model aligned to Florida Principal Leadership Standards (Rule 6A-5.080, F.A.C.). The Principal is evaluated annually by the Executive Director, with Governing Board oversight, under the same statutory framework and standards. Both evaluations focus on academic outcomes, instructional leadership, operational effectiveness, school culture, and school improvement.

Key Skills and Leadership Qualities

Both the Executive Director and the Principal must demonstrate instructional leadership and teacher coaching capacity (for the Principal) or strategic and operational leadership (for the Executive Director); ability to implement rigorous CTE and academic programs aligned to Florida B.E.S.T. Standards; experience leading school improvement efforts; strong relationship-building skills with staff, families, students, board members, industry partners, and the sponsor; capacity to manage the complexities of charter school start-up and growth; the ability to recruit, develop, and retain a high-quality school team; and effective partnership with one another in achieving ACTI's mission.

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.

Management Structure of the School

The Academy of Career and Technical Innovations (ACTI) operate under a dual-leadership management structure designed to ensure strong instructional leadership and effective

operational oversight, with clear lines of authority, accountability, and collaboration between academic and non-academic functions.

Executive Leadership

The **Executive Director** reports directly to the Governing Board and serves as the chief executive of the school, responsible for overall school leadership, strategic implementation, and the effective, compliant management of all non-instructional functions. Key responsibilities include:

- Strategic planning and execution of the school's mission
- Financial management, budgeting, and fiscal reporting
- Human resources, payroll, benefits, and staffing coordination
- Enrollment management and lottery administration
- Transportation, food service, and vendor oversight
- Compliance with federal, state, and local reporting requirements; primary sponsor liaison with Clay County District Schools (CCDS)
- Facilities operations, safety, security, and emergency preparedness
- Technology systems and IT support
- Student health services and front-office operations
- Fundraising, grant development, and industry/community partnership development
- Board liaison and support for Board governance and development

Academic Leadership

The **Principal** reports to the Executive Director and serves as ACTI's chief instructional leader, responsible for implementing the academic vision, supervising instructional staff, and ensuring high-quality teaching and learning. Key responsibilities include:

- Curriculum implementation and instructional planning
- Supervision, evaluation, and development of instructional staff
- Oversight of ACTI's Multi-Tiered System of Supports (MTSS) and the Fusion Block
- Coordination of Exceptional Student Education (ESE), Section 504, and English Language Learner (ELL) programs
- Master scheduling and course offerings
- Student discipline and school culture
- Family engagement and communication
- Pathway instructor supervision and industry certification testing coordination
- Academic and instructional liaison with CCDS

Supporting Leadership Positions

ACTI's management structure includes additional leadership positions that support the Executive Director and Principal:

- *Business Manager* (reports to the Executive Director) financial operations, payroll, purchasing, and financial reporting
- *Operations/Facilities Manager* (reports to the Executive Director) facilities, safety, transportation, and vendor coordination
- *ESE/MTSS Coordinator* (reports to the Principal) ESE compliance, IEP and 504 plan oversight, MTSS framework leadership, ELL Committee support
- *School Counselor* (reports to the Principal) academic counseling, Individual Graduation Plans, EWS monitoring, transition planning, and postsecondary preparation
- *Registrar* (reports to the Principal) student records and enrollment lottery administration
- *Instructional Coaches* (added as enrollment grows, reports to the Principal) teacher coaching, professional development, and instructional improvement
  Some positions are filled at school launch (Executive Director, Principal, Business Manager, ESE/MTSS Coordinator, School Counselor, Registrar) while others are added as enrollment grows consistent with the staffing plan.

Collaboration and Accountability
This management structure ensures that instructional excellence remains the primary focus while operational demands are managed efficiently. The Executive Director and Principal work collaboratively to support student achievement, compliance, and organizational effectiveness. The Governing Board holds the Executive Director accountable for overall organizational performance, compliance, and implementation of the charter. The Executive Director supervises the Principal, and the Principal is accountable for instructional leadership, student achievement, teacher supervision, student discipline, school culture, and academic program implementation. This structure preserves clear lines of reporting while ensuring academic and operational functions remain coordinated.

Detailed job descriptions outlining roles, responsibilities, and accountability measures for each leadership position are included as **Attachment P**.

D. Provide a staffing plan for each year of the charter term that includes all anticipated personnel and is aligned with the school's projected enrollment and with all other sections of the application

Staffing Plan Aligned to Enrollment and Program Growth
The Academy of Career and Technical Innovations (ACTI) has developed a multi-year staffing plan that aligns directly with projected student enrollment, instructional programming, class-size requirements, ESE service needs, ELL service needs, and anticipated operating revenues. Staffing increases incrementally over the charter term consistent with ACTI's phased grade-level rollout (Grade 6 in Year 1, adding one grade per year through Grade 12 in Year 7) to support academic quality, operational efficiency, and fiscal sustainability.

Staffing Assumptions

- Staffing ratios comply with state and federal requirements, including IDEA, Section 504, META Consent Decree, and Florida charter school staffing expectations
- Positions are added as enrollment, course offerings, and student needs increase
- In early years, senior leaders assume multiple responsibilities until growth necessitates dedicated roles
- Instructional staffing expands proportionally to enrollment and pathway specialization requirements

Administrative and Operational Staff

ACTI maintains a lean administrative structure in its initial years. The Executive Director reports to the Governing Board and oversees overall school leadership, strategic implementation, operations, finance, compliance, and facilities until enrollment growth supports a full-time Operations/Facilities Manager. Core operational roles Registrar, Business Manager, Technology Services Manager, Human Resources Manager, and School Nurse scale over time to support compliance and student services. Front-office and after-school program supervision staffing increases annually to meet enrollment growth and extended-day programming needs.

Academic Leadership and Student Support

The Principal and Executive Director positions are filled by the same person from the Strat-Up year until the end of Year 3. Beginning in Year 4 a new staff member will be hired for either the Principle or Executive Director position. Beginning in Year 4, the Principal will report to the Executive Director and serves as instructional leader, supported by a School Counselor, Administrative Assistant, and ESE/MTSS Coordinator. As upper grades are added, leadership positions such as Dean of Students (Year 3) and Upper School Dean (Year 3) are introduced to support discipline, academic guidance, and graduation readiness.

Instructional Staff

Instructional staffing aligns with ACTI's career pathway model and core academic requirements. All four CTE pathways are offered for student exploration beginning in Grade 6 (Year 1) through the iCev curriculum platform, with pathway-specific teachers added as students' progress to specialization in Grade 8 and through high school. Teachers are added annually to support:

- Career and Technical Education pathways (Architecture & Construction, Health Science, Engineering & Technology Education, Transportation/Distribution/Logistics)
- Core academic subjects (ELA, Math, Science, Social Studies)
- High school science specialization (Biology in Year 4, Chemistry in Year 5, Physics in Year 6)
- Fine Arts (Year 4, when high school begins) to meet §1003.4282, F.S. graduation requirements

- Spanish (Year 4, when high school begins) to meet §1007.262, F.S. world language requirements
- Physical Education with integrated Health

Core academic teachers hold or pursue ESOL endorsement consistent with META Consent Decree for teacher category requirements.

ESE Staffing

Consistent with ACTI's projected ESE population of approximately 26.5% and the ESE staffing plan described in Section 6, ESE staffing includes ESE-Certified Teachers, ESE-Endorsed General Education Teachers (for co-teaching in inclusion settings), Paraprofessionals, an ESE/MTSS Coordinator (1.0 FTE Year 1), and contracted related service providers (Speech-Language Pathologist, Occupational Therapist, Physical Therapist as needed, and School Psychologist).

Instructional Support Staff

An Instructional Coach is added in Year 3 to support instructional quality and teacher development. Additional Pool Teachers (substitute teachers) and Physical Education Assistants are added as enrollment and programming expand.

Full staffing details, including FTEs by position and year, are provided in Table 11.2 and align with the school's enrollment projections and budgets.

Table 11.1 Staffing Plan

Staff	Planned Salary	Plan Year	Year 1	Year 2	Year 3	Year 4	Year 5
Operations Administrative Staff							
Executive Director	$95,000	0.25	0.5	0.5	0.5	1	1
Operations/Facilities Manager	$50,000	0.0	1	1	1	1	1
Registrar	$40,000	0.1	1	1	1	1	1
Health and Wellness Coordinator	$40,000	0.0	0.5	0.5	0.5	0.5	0.5
Nutrition Services Manager	$40,000	0	0.5	0.5	0.5	0.5	0.5
Technology Services Manager	$50,000	0	1	1	1	1	1
Business Manager	$60,000	0	1	1	1	1	1
Child Care Supervision	$16,200	0.0	0.6	1.2	1.8	2.3	2.9
Human Resources Manager	$40,000	0.1	1	1	1	1	1
Receptionist	$26,656	0	1	1	1	1	1
Operations Administrative		**0.5**	**8**	**9**	**9**	**10**	**11**
Academic Administrative Staff							
Principal	$95,000	0.25	0.5	0.5	0.5	1	1
Dean of Students	$60,000	0	0	0	1	1	1
School Counselor	$45,000	0	1	1	1	1	1

Upper School Dean	$60,000	0	0	0	1	1	1
Administrative Assistant	$34,000	0	1	1	1	1	1
Academic Administrative Staff		**0.25**	**2.5**	**2.5**	**4.5**	**5**	**5**
Instructional Staff							
Architecture & Construction Education Teacher	$48,500	0	2	2	2	2	5
Health Science Education Teacher	$48,500	0	0	2	2	2	2
Engineering & Technology Education Teacher	$48,500	0	0	0	2	2	2
Transportation, Distribution & Logistics Education Teacher	$48,500	0	0	0	0	2	2
Physical Education Teacher	$48,500	0	1	2	3	4	4
ESE Teacher (ESE/MTSS Coordinator)	$48,500	0	1	1	1	1	1
Speech Therapist Contractor	$60,000	0	1	1	1	1	1
History Classroom Teacher	$48,500	0	1	2	3	4	5
Literature Classroom Teacher	$48,500	0	1	2	3	4	5
Math Classroom Teacher	$48,500	0	1	2	3	4	5
Science Classroom Teacher	$48,500	0	1	2	3	3	3
Biology Classroom Teacher	$48,500	0	0	0	0	1	1
Chemistry Classroom Teacher	$48,500	0	0	0	0	0	1
Physics Classroom Teacher	$48,500	0	0	0	0	0	0
Spanish Teacher	$48,500	0	0	0	0	1	1
Fine Arts Teacher	$48,500	0	0	0	0	1	1
Instructional Staff		**0**	**9**	**16**	**23**	**32**	**39**
Physical Education Assistant	$22,080	0	1	1	1	1	1
Literacy Coach	$50,000	0	0	0	0	1	1
Mathematics Coach	$50,000	0	0	0	0	1	1
Substitute Teachers	$40,000	0	1	1	2	2	3
Instructional Support Staff		**0**	**2**	**2**	**3**	**5**	**6**
Total Staffing		**1**	**22**	**29**	**40**	**52**	**61**

E. Explain the school's plan for recruitment, selection, and development of a highly qualified and appropriately certified instructional staff is aligned with applicable federal laws and state requirements as well as the school's design.

Staff Recruitment, Selection, and Development Plan

The Academy of Career and Technical Innovations (ACTI) recruits, selects, and develops a highly qualified and appropriately certified instructional staff aligned with the school's mission, instructional model, and all applicable federal and state requirements, including the Every Student Succeeds Act (ESSA), Chapter 1012, F.S., §1000.05, F.S. (Florida Educational Equity

Act), §1012.32, F.S. (background screening), §1012.55 and §1012.56, F.S. (educator certification), §1012.315, F.S. (disqualifying offenses), and Florida's META Consent Decree (for ESOL preparation)

Recruitment Strategy

ACTI conducts a broad, inclusive recruitment effort to attract strong instructional talent, including career and technical educators. Recruitment methods include posting vacancies on the school website and education-focused job boards (such as Teachers-Teachers, Florida Consortium of Public Charter Schools job boards, and the Florida Department of Education Educator Hiring Portal); participation in university job fairs and outreach to Colleges of Education and Career Services offices; partnerships with teacher preparation programs and professional industry associations to recruit CTE instructors; recruitment from industry networks for CTE positions, leveraging Florida's industry-experience-based CTE certification pathways; and outreach to underrepresented teacher populations to support a teaching workforce reflective of the student population served. All recruitment activities comply with §1000.05, F.S., EEOC requirements, and applicable non-discrimination laws.

The Executive Director oversees recruitment activities, with the Principal leading instructional hiring decisions.

Selection and Hiring Process

ACTI implements a structured, mission-aligned hiring process:

1. *Application Screening.* The Principal reviews applications and conducts initial screening interviews.
2. *Formal Interview.* Qualified candidates participate in a structured interview with school leadership, including the Principal and (for senior positions) with the Executive Director.
3. *Work Sample Review.* Candidates submit instructional artifacts (lesson plans, work samples, or demonstration lessons) aligned to ACTI's instructional model and Florida B.E.S.T. Standards.
4. *Certification and Background Clearance.* All hires must meet Florida certification requirements under §1012.55 and §1012.56, F.S., and complete Level 2 fingerprinting and background screening in accordance with §1012.32, F.S. ACTI verifies that no candidate has been disqualified from employment under §1012.315, F.S.
5. *Reference Checks.* The Principal conducts reference checks with prior supervisors.
6. *Hiring Decision.* Final candidates are recommended by the Principal, approved by the Executive Director, and reported to the Governing Board. Senior instructional leadership positions (Dean of Students, Upper School Dean) require Board approval.

ACTI does not employ any individuals with revoked or suspended certification or who are disqualified under § 1012.315 F.S. Out-of-state candidates are reviewed for Florida certification eligibility through reciprocity provisions. Families are notified of teacher qualifications as

required by ESSA, including when a teacher teaches out-of-field for more than five consecutive weeks under §1012.42, F.S.

Certification Priorities by Position

- *Core academic teachers* hold or pursue Florida certification in their subject area, with ESOL endorsement preparation consistent with META Consent Decree teacher categories
- *ESE-Certified Teachers* hold Florida ESE Certification (K-12 or category-specific)
- *ESE-Endorsed General Education Teachers* hold ESE endorsement on their teaching certificate
- *CTE pathway instructors* hold Florida CTE certification appropriate to their program, with industry-experience pathways available for industry professionals entering education
- *Spanish, Fine Arts, and Physical Education/Health teachers* hold Florida certification in their respective subject areas

Professional Development and Staff Growth

ACTI implements a continuous, data-driven professional development program aligned with school goals, the CTE instructional model, and the PD framework described in Section 5. This includes pre-service and beginning-of-year training; instructional planning and goal setting; mid-year progress reviews based on student and instructional data; end-of-year evaluations focused on instructional effectiveness and professional growth; weekly Professional Learning Communities (PLCs); job-embedded coaching by the Instructional Coach and Principal; new teacher induction and mentoring during teachers' first three years; and ongoing support for certification, endorsement, and continuing education needs (including ESOL endorsement, ESE endorsement, and gifted endorsement).

Teacher Evaluation

Teachers are evaluated annually consistent with §1012.34, F.S., using a Florida-approved evaluation framework aligned to Florida Principal Leadership Standards (for administrators) and the Florida Educator Accomplished Practices (for instructional staff). Evaluations include classroom observation, student performance data, and contribution to school improvement, with results informing continued employment, professional development priorities, and recognition.

Staff Retention

To retain high-performing educators, ACTI offers competitive compensation aligned with regional districts and charter schools; promotes a collaborative, supportive school culture; provides leadership development opportunities; supports certification and endorsement attainment financially and through release time; and recognizes instructional excellence through annual awards and Board recognition.

Through this comprehensive approach, ACTI ensures a stable, highly qualified instructional staff prepared to support student achievement, career readiness, and the school's mission.

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.

Employee Relationship, Certification, and Use of Employment Contracts

The Academy of Career and Technical Innovations (ACTI) maintains a professional, transparent employment relationship with all employees in compliance with applicable federal and state employment laws, including Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, the Age Discrimination in Employment Act, the Family and Medical Leave Act, the Fair Labor Standards Act (FLSA), §1000.05, F.S. (Florida Educational Equity Act), the Florida Civil Rights Act of 1992 (§§760.01-760.11, F.S.), and §1002.33(12)(b), F.S. (charter school employment authority).

At-Will Employment and Annual Appointment Letters

All staff are employed on an at-will basis and are issued annual appointment letters that define position title, responsibilities, compensation, work calendar, and benefits. These appointment letters do not alter the at-will status and do not guarantee continued employment beyond the appointment period. Employees may resign at any time, with or without notice, and ACTI may terminate employment at any time, with or without cause, consistent with applicable law. Annual appointment letters clearly communicate expectations, support staffing and budget planning, and align personnel assignments with the school's instructional needs. ACTI is not subject to district collective bargaining agreements and operates as an independent employer consistent with Florida charter school law.

Personnel Policies and Employee Handbook

Comprehensive personnel policies are documented in ACTI's Employee Handbook, which addresses compensation, benefits, work schedules, leave policies, performance evaluation, professional conduct, employee discipline, dismissal procedures, anti-discrimination, anti-harassment, grievance procedures, and other employment matters. The Employee Handbook is provided to all employees upon hire with acknowledgment of receipt and is updated annually. Final personnel policies and contract templates are adopted by the Governing Board following charter approval.

Certification and Compliance

ACTI ensures that all instructional staff meet Florida Department of Education (FLDOE) certification requirements under §1012.55 and §1012.56, F.S., or are actively progressing toward certification, in coordination with Clay County District Schools (CCDS). Prior to employment, ACTI verifies each teacher's certification status through FLDOE records and conducts Level 2 fingerprinting and background screening consistent with §1012.32, F.S. Teachers consistent with

§1012.34, F.S. are evaluated annually using a Florida-approved evaluation framework, with performance results informing continued employment decisions.

Teachers identified as out-of-field are formally documented and monitored consistent with §1012.42, F.S. and Florida regulations. These teachers receive written notice of out-of-field status, parents are notified when out-of-field assignment exceeds five consecutive weeks, and teachers are supported through a structured remediation plan including enrollment in required coursework, exams, or endorsement programs within state-approved timelines.

Career and Technical Education (CTE) Teachers

ACTI recognizes that certain CTE instructional areas do not have traditional subject-area certification pathways. For CTE instructors:

- Candidates may be hired based on verified industry experience, licensure, or credentials relevant to the instructional pathway, consistent with Florida's industry-experience CTE certification pathways
- ACTI works with FLDOE and CCDS to document instructors' certification status and approved alternative certification pathways, including Temporary Certificates, district-issued CTE certification, and industry-credential routes
- Where state certification is not immediately available, ACTI ensures instructors meet all district approval requirements and supports instructors in obtaining applicable credentials or endorsements as they become available

Employee Discipline and Dismissal

Procedures for employee discipline and dismissal reflect due process principles and comply with applicable federal and state employment laws. Progressive discipline procedures, performance improvement plans, and termination procedures are detailed in the Employee Handbook. All employment decisions comply with anti-discrimination and equal employment opportunity requirements.

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. (Student Success Act), for administrators and instructional personnel including who will conduct the evaluations, what instrument will be used, and how the results will be used to guide performance and professional development. A final, detailed outline will be required after application approval.

Performance Evaluation Plan for Instructional and Administrative Personnel

The Academy of Career and Technical Innovations (ACTI) will implement a comprehensive performance evaluation system consistent with the requirements of the Student Success Act (s.1012.34, F.S.). The purpose of the evaluation system is to promote continuous improvement, support professional growth, and ensure high-quality instruction and leadership aligned with the school's mission.

Instructional Personnel Evaluation
All instructional personnel will be evaluated using a standards-based framework that incorporates instructional practice and student performance.

- **Evaluation Frequency**
  - All teachers will receive at least one formal evaluation annually.
  - Teachers in their first year at ACTI will receive two formal evaluations.
- **Evaluation Instrument**
  - ACTI will use the Marzano Teacher Evaluation Model, a research-based tool aligned with the Florida Educator Accomplished Practices (FEAPs).
  - Observations will assess instructional design, classroom strategies, student engagement, and professional responsibilities.
- **Student Performance Component**
  - In compliance with s. 1012.34, F.S., at least one-third of each teacher's evaluation will be based on student performance data, including growth on statewide assessments and other valid, reliable measures of student learning.
- **Rating Scale**
  - Teachers will be rated as Highly Effective, Effective, Needs, Improvement, or Unsatisfactory, consistent with state requirements.
- **Evaluator**
  - The school principal, trained and certified in the Marzano framework, will conduct all instructional evaluations.

Professional Feedback and Growth
ACTI will supplement formal evaluations with a 360-feedback process to support reflective practice and continuous improvement. The process may include input from administrators, peers, students (when age-appropriate), families, and self-assessments. Feedback will be used to inform individualized professional development plans (PDPs) and guide coaching and instructional support.

Administrator Evaluation
The principal will be evaluated annually using the Florida Consortium of Public Charter Schools' Instructional Leadership Performing Appraisal System, aligned with s. 1012.34, F.S.

- **Evaluator**
  - The principal will be evaluated by the Executive Director, with input and oversight from the Governing Board.
- **Evaluation Domains**
  - Instructional leadership and teacher effectiveness
  - Data-driven decision-making
  - School climate and culture
  - Operational and compliance management

Use of Evaluation Results
Evaluation results for both instructional and administrative personnel evaluations will be used to:

- Inform professional learning and coaching plans
- Support decisions related to retention, contact renewal, and leadership development

- Identify areas for instructional and organizational improvement
- Ensure alignment with ACTI's academic goals and charter commitments

Ongoing Refinement
ACTI is committed to maintaining an evaluation system grounded in trust, transparency, and continuous improvement. Faculty and leadership will participate in periodic reviews of the evaluation implementation to ensure fidelity, fairness, and alignment with state law. A finalized, detailed evaluation framework will be submitted following charter approval, as required.

C. Provide the compensation structure or a general outline of the compensation structure for all employees, including salary ranges and employment benefits as well any incentives or reward structures, if applicable. How will compensation and other components factor into the staff retention plan.

Employee Compensation and Retention Plan
The Academy of Career and Technical Innovations (ACTI) will implement a competitive, performance-based compensation structure designed to attract, retain, and motivate high-quality staff. Compensation will be aligned with s.1012.22, Florida Statutes, and benchmarked against the Clay County School District's salary schedule to ensure market competitiveness and fiscal sustainability.

Salary Structure
ACTI will utilize a salary based on position, experience, and education level, with defined ranges to support transparency and advancement. For planning purposes, an average salary of $53,224 is used. Leadership, hard-to-fill positions, and critical shortage of subject areas may qualify for stipends or supplemental pay, consistent with state law.

Table 12.1 Salary Ranges

Position	Experience/Education Level				
	1	2	3	4	5
Administrative Assistant	$34,000	$39,000	$44,000	$49,000	$54,000
Architecture & Construction Education Teacher	$48,500	$53,500	$58,500	$63,500	$68,500
Biology Classroom Teacher	$48,500	$53,500	$58,500	$63,500	$68,500
Business Manager	$60,000	$65,000	$70,000	$75,000	$80,000
Chemistry Classroom Teacher	$48,500	$53,500	$58,500	$63,500	$68,500
Child Care Supervision	$16,200	$21,200	$26,200	$31,200	$36,200
Dean of Students	$60,000	$65,000	$70,000	$75,000	$80,000
Engineering & Technology Education Teacher	$48,500	$53,500	$58,500	$63,500	$68,500
ESE Teacher (ESE/MTSS Coordinator)	$48,500	$53,500	$58,500	$63,500	$68,500
Executive Director	$95,000	$100,000	$105,000	$110,000	$115,000

Operations/Facilities Manager	$50,000	$55,000	$60,000	$65,000	$70,000
Fine Arts Teacher	$48,500	$53,500	$58,500	$63,500	$68,500
Health and Wellness Coordinator	$40,000	$45,000	$50,000	$55,000	$60,000
Health Science Education Teacher	$48,500	$53,500	$58,500	$63,500	$68,500
History Classroom Teacher	$48,500	$53,500	$58,500	$63,500	$68,500
Human Resources Manager	$40,000	$45,000	$50,000	$55,000	$60,000
Literacy Coach	$50,000	$55,000	$60,000	$65,000	$70,000
Literature Classroom Teacher	$48,500	$53,500	$58,500	$63,500	$68,500
Math Classroom Teacher	$48,500	$53,500	$58,500	$63,500	$68,500
Mathematics Coach	$50,000	$55,000	$60,000	$65,000	$70,000
Nutrition Services Manager	$40,000	$45,000	$50,000	$55,000	$60,000
Physical Education Teacher	$48,500	$53,500	$58,500	$63,500	$68,500
Physics Classroom Teacher	$48,500	$53,500	$58,500	$63,500	$68,500
Principal	$95,000	$100,000	$105,000	$110,000	$115,000
Receptionist	$26,656	$31,656	$36,656	$41,656	$46,656
Registrar	$40,000	$45,000	$50,000	$55,000	$60,000
School Counselor	$45,000	$50,000	$55,000	$60,000	$65,000
Science Classroom Teacher	$48,500	$53,500	$58,500	$63,500	$68,500
Spanish Teacher	$48,500	$53,500	$58,500	$63,500	$68,500
Substitute Teachers	$40,000	$45,000	$50,000	$55,000	$60,000
Technology Services Manager	$50,000	$55,000	$60,000	$65,000	$70,000
Transportation, Distribution & Logistics Education Teacher	$48,500	$53,500	$58,500	$63,500	$68,500
Upper School Dean	$60,000	$65,000	$70,000	$75,000	$80,000

Performance-Based Compensation

Educators and administrators demonstrate strong performance, as measured through annual evaluations aligned with s. 1012.34; F.S., will be eligible for salary increases, bonuses, or leadership stipends. Additional incentives may be provided for:

- Service in critical shortage or high-need subject areas
- Holding advanced degrees or industry certifications
- Accepting additional instructional or leadership responsibilities

Employee Benefits

ACTI will offer a comprehensive benefits package to support employee well-being and retention, including**:**

- 0.1% Matching Retirement Contributions
- Employer-sponsored health insurance options
- Access to dental, vision, life, short-term disability insurance (employee-funded)

- Health Savings Account (HSS) access
- Paid holidays (up to 12 annually)
- Paid time off accrual based on contract length
- Eligibility for FMLA leave, in accordance with federal law

Retention Strategy
ACTI's retention approach is built on a holistic model that combines compensation with professional growth and workplace culture. Key retention components include:

- Competitive, performance-aligned compensation
- Clear salary advancement pathways
- Professional development and leadership opportunities
- Recognition of excellence and contribution
- Alignment of staff roles with ACTI's mission and impact

Through this balanced compensation and benefits structure, ACTI will foster a stable, motivated workforce committed to long-term student success.

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

Hiring, Screening, and Dismissal Procedures (including Mentors)
The Academy of Career and Technical Innovations (ACTI) will implement clear, consistent, and legally compliant procedures for hiring, screening, training, monitoring, and dismissing all school personnel and mentors.

Hiring and Screening Procedures
All prospective employees must complete an application, submit professional references (including at least one from their most recent supervisor), and undergo verification of identity and employment eligibility. Final hiring recommendations will be reviewed by school administration and Human Resources prior to approval.

In compliance with ss. 1012.465, 1012.467, and 1012.56 Florida Statutes, all employees and contracted instructional staff will be fingerprinted and cleared through FDLE and FBI background checks using the district-approved VECHS process prior to any contact with students. ACTI will maintain an active district account to ensure timely processing and ongoing compliance.

Mentor Vetting, Training, and Monitoring
ACTI will engage industry mentors and external partners to support career pathway programming. All mentors who interact with students-whether on campus, virtually, or during off-site activities-will be subject to the same criminal background screening and fingerprinting requirements as school personnel.

In addition:

- Mentors will complete a formal onboarding process, including training on student safety, professional boundaries, FERPA, mandatory reporting obligations, and school expectations.
- Mentors will be required to sign a code of conduct and confidential agreement.
- Mentors will be supervised by designated ACTI staff and may not work independently with students without staff presence or prior administrative approval.
- Mentor participation will be monitored and evaluated regularly to ensure alignment with school goals and student safety standards. Any concerns will result in immediate review and, if necessary, removal from the program.

Training and Ongoing Monitoring
All employees and mentors will receive required training prior to service and ongoing professional development aligned with their role. ACTI will maintain documentation of background clearance, training completion, and compliance status for all personnel and mentors.

Dismissal and Separation Procedures
Employment or service may end due to:

- Voluntary resignation
- Termination for cause (performance, conduct, or policy violations)
- Reduction in force due to budgetary or programmatic changes
- Retirement or completion of contract

Upon separation, ACTI will conduct an exit process that includes recovery of school property, final payroll processing, and documentation of separation. Any individual whose background status changes or who violates safety or conducts expectations will be immediately removed from contact with students.

E. If personnel policies have been developed, include as Attachment R. If personnel policies and procedures have been developed provide a clear plan, including timeline, for the development and approval by governing board.

Personnel policies are currently in draft form and will be finalized in accordance with the school's pre-opening timeline. The draft policies will undergo review by the school's leadership team and legal counsel to ensure compliance with applicable laws and best practices. The final version will be presented to the Governing Board for review and formal approval no later than June 1 prior to the school's opening. Upon board approval, the policies will be submitted to the authorizer as Attachment R.

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

Handling Unsatisfactory Performance and Staff Turnover
The Governing Board of the Academy of Career and Technical Innovations will maintain clear performance expectations for all leaders, teachers, and staff, aligned with state law, the school's mission, and adopted personnel policies.

Addressing Unsatisfactory Performance:

School Leadership:
The Governing Board will conduct formal annual evaluations of the school leader using established performance indicators, including student achievement, operational effectiveness, fiscal management, and stakeholder engagement. If performance is deemed unsatisfactory, the Board will implement a written improvement plan with measurable goals, timelines, and progress monitoring. Failure to meet improvement plan expectations within the designated timeframe may result in further disciplinary action, up to and including termination, in accordance with the leader's employment agreement.

Teachers and Staff:
The school leader will evaluate instructional and support staff using an evaluation system aligned with s. 1012.34, F.S., Employees receiving unsatisfactory rating will be placed on formal Performance Improvement Plan (PIP) that includes targeted professional development, coaching, and follow-up observations. Continued underperformance after documented support may result in contract non-renewal or termination, in compliance with employment agreements and applicable law.

Managing Leadership and Teacher Turnover
To ensure continuity of instruction and operations, ACTI will implement proactive succession and recruitment strategies.

- Leadership Turnover: The Governing Board will activate an interim leadership plan, appointing a qualified internal or external leader until a permanent replacement is hired.
- Teacher Turnover: The principal will initiate immediate recruitment using established partnerships, professional networks, and job platforms. When necessary, certified long-term substitutes will be assigned to minimize instructional disruption.

Through consistent evaluation, structured improvement plans, and strategic succession planning, ACTI will maintain organizational stability, instructional quality, and alignment with its mission during periods of underperformance or staff transitions.

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.

2. Discuss the components of professional development and how these components will support effective implementation of educational programs. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniformly. Describe how the effectiveness of professional development will be evaluated.
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?
4. Describe the expected number of days or hours for professional development throughout the school year, and explain how the school calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

Professional Development Expectations and Opportunities

Oversight
The principal will oversee all professional development for instructional staff and ensure fidelity of implementation of ACTI's instructional model, including evidence-based interventions, flipped learning, and project-based instruction. Each teacher will maintain an individualized Professional Growth Plan (PGP) aligned to evaluation results and student data. The Executive Director will oversee professional development for non-instructional staff.

Core Professional Development Components
ACTI's professional development model is designed to ensure consistent, high-quality implementation of instructional practices across all content areas. Training will be delivered through a combination of internal coaching external providers, and vendor-supported learning, with increasing differentiation over time.

Key focus areas include:

- Evidence-based instructional strategies within MTSS (Tier 1-3)
- Flipped classroom lesson design and delivery
- Scaffolding and differentiated instruction
- Data-driven instruction and progress monitoring
- Differentiated instruction for ESE and ESOL students
- Technology integration and blended learning
- Alignment to Florida Standards, CTE pathways and CAPE credentials

Training in Instructional Models
Teachers will receive explicit training on:

- Selecting and implementing research-based interventions
- Using data to adjust instruction and monitor student progress
- Designing and delivering flipped lessons that maximize in-class guided practice

- Implementing standard-aligned PBL units in ELA, math, science, and social science

Training will include modeling, collaborative planning during PLCs, coaching cycles, and observations of feedback to ensure implementation of fidelity.

Pre-Opening Professional Development
All staff will participate in an induction program in their first year that includes:

- MTSS and intervention implementation
- Flipped classroom instructional planning
- Project-based learning design and assessment
- Instructional technology platforms
- School culture, behavior supports, and safety procedures

Ongoing PD and Time Allocation
ACTI will provide:

- At least 5 full professional development days annually
- Weekly common planning time for PLCs
- Ongoing instructional coaching and walkthroughs
- Online and external professional learning opportunities

Professional development effectiveness will be evaluated through observation, implementation of fidelity checks, student achievement data, and teacher feedback.

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.

Student Recruitment Plan
The Academy of Career and Technical Innovations (ACTI) will implement a comprehensive, inclusive recruitment strategy to meet projected enrollment targets and ensure equitable access for all eligible students. Consistent with state and federal law, ACTI will not discriminate based on race, ethnicity, religion, socioeconomic status, disability, or language proficiency. The school will be open to all students, including those with disabilities needs and English language Learners (ELLs).

Overall Recruitment Strategy
ACTI's will be multi-phased, data-informed outreach plan that combines broad community awareness with targeted engagement of historically underserved populations. Recruitment will begin in neighborhoods closets to the school and expand countywide to ensure broad access and enrollment stability.

Phased Recruitment Strategy

Phase I: Data-Driven Targeting
Following charter approval, ACTI will analyze local enrollment trends, school performance data, and demographic indicators to identify priority recruitment areas, with emphasis on low-income communities, lower-performing school zones, ESE populations, and ELL families.

Phase II: Community Awareness Campaign
ACTI will launch a public awareness effort that includes:

- A school website and active social media presence
- Multilingual recruitment materials (Most popular withing the districts demographics)
- Partnerships with community organizations, churches, libraries, youth-serving agencies, and housing authorities
- Local media outreach through newspapers, radio, and community media outlets.

All materials will be culturally responsive and accessible.

Phase III: Direct Outreach and Engagement
Targeted outreach will include:

- Community information sessions in accessible locations
- Open houses and school tours
- Targeted mailers and localized advertisement
- Targeted mailers and localized advertising
- Outreach to feeder schools serving rising students

Bilingual staff or interpreters will be available to support non-English-speaking families.

Targeted Populations Strategies

- **Low-income families:** Collaboration with social services agencies and housing partners to share enrollment information and host events in underserved areas.
- **Academically struggling students:** Messaging that highlights ACTI's personalized, career-aligned instructional model and student support.
- **Students with disabilities:** Clear communication of ESE services, inclusive practices, and compliance, and IDEA and Section 504.
- **English Language Learners (ELL):** Translate materials, multilingual outreach, and partnerships with cultural and community organizations.

Ongoing Enrollment Support
ACTI will maintain year-round recruitment efforts to fill vacancies, sustain enrollment, and build a long-term pipeline of interested families through continued community engagement.

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 school in accordance with section 1002.33(7)(a)8., F.S.

Racial and Ethnic Balance Plan
The Academy for Career and Technical Innovations (ACTI) is committed to enrolling a student population that reflects the racial and ethnic diversity of the community it serves and is withing

the demographic range of other local public schools, in accordance with Section 1002.33 (7)(a)8., Florida Statutes.

ACTI will not use racial quotas or preferences in admissions. Instead, the schools will implement inclusive, nondiscriminatory recruitment and outreach practices consistent with the Florida Educational Equity Act (Section 1000.05 (2) (a), F.S.), ensuring equal access regardless of race, ethnicity, national origin, gender, disability, or language proficiency. The school will implement intentional, broad-based recruitment strategies that actively engage families from all racial and ethnic backgrounds.

Inclusive Outreach and Recruitment
To promote broad participation and reduce information barriers, ACTI will:

- Distribute recruitment material in multiple language reflective of the community (e.g., English, Spanish, Haitian Creole)
- Provide bilingual staff or interpretation support at enrollment events and upon request
- Publish applications and school information in multiple languages on the school's website
- Advertise in both mainstream and culturally specific media outlets
- Post materials in high-traffic community locations such as libraries, community centers, faith-based organizations, and local businesses
- Host open houses and information sessions in diverse neighborhoods

Monitoring and Continuous Improvement
ACTI will review enrollment data and compare student demographics to district averages and nearby public schools. If enrollment trends indicate underrepresentation, outreach strategies will be adjusted to ensure equitable access for all racial and ethnic groups.

Through intentional, community-based outreach and ongoing monitoring, ACTI will maintain a diverse and representative student body that reflects the community it serves.

C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preference for enrollment and lottery process. Provide proposed application as Attachment S.

Enrollment Policies and Procedures
The Academy of Career and Technical Innovations (ACTI) will implement a fair, transparent, and legally compliant enrollment process in accordance with Section 1002.33 (10)(b), Florida Statutes. ACTI will all eligible Florida students without discrimination based on race, ethnicity, religion, national origin, gender, sexual orientation, disability, or language status.

Enrollment Process and Timeline
ACTI will conduct annual open enrollment during a published application window. Applications will be accepted online and in paper format to ensure equitable access. If applications exceed available seats at any grade level, a random lottery will be concluded.

Planned Enrollment Timeline

- Open Enrollment: January (Planning Year); (February-March (Operational Years)
- Application Verification: February-March
- Lottery (if needed): May
- Admission & Waitlist Notifications: May
- Registration: June-ongoing

Recommitment for returning students will occur each January.

Enrollment Preferences
Consistent with Section 1002.33 (10)(d), F.S., the following preferences will be applied prior to any lottery:

- Students currently attending ACTI
- Siblings of enrolled students
- Children of ACTI employees
- Children of members of the school's governing board
- Children of active-duty military personnel

Lottery and Waitlist Procedures
If demand exceeds capacity, ACTI will conduct a publicly noticed, computerized random lottery. Students not selected will be placed on a waitlist in lottery order. The waitlist will remain active throughout the school year, and families will be noticed as seats become available.

Application Platform and Access
ACTI will utilize SchoolMint enrollment system to manage applications, preferences, lottery execution, waitlists, and family communication. Paper applications will be available at the school site and community locations such as libraries and community centers. Translated materials and bilingual support will be provided as needed.

Recruitment and Enrollment Schedule

Activity	Timeline
Planning Year	**Planning Year**
Open Enrollment	January
Application Verification	February
Notification of Lottery	April
Lottery	May
Admission/Waitlist Notice Sent	May
Registration	June-Ongoing

Activity	Timeline
Year 1	**Year 1**
Recommit Letters (current students)	January
Open Enrollment	February-March
Application Verification	March
Notification of Lottery	April
Lottery	May

Registration Requirements
Families admitted must complete registration within the designated timeframe and submit required documentation consistent with district requirements, including immunization records, proof of residency, and withdrawal records if applicable. Failure to complete registration may result in forfeiture of the seat.

Ongoing Enrollment
ACTI will accept admission on a rolling basis if seats become available mid-year. All enrollment decisions and communications will be documented and communicated promptly to families.

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 parent involvement, provide across to information assist parents and others with questions and concerns, and resolves disputes, s. 1002.33 (7) (d)1., F.S.

Parental Engagement and Communication Plan

Communication platforms. ACTI communicates with families through defined official channels: **FOCUS** as the student information system and system of record (grades, attendance, scheduling, parent portal), aligned with the platform Clay County District Schools uses; **ParentSquare** for two-way email, text, voice, app, and newsletter communication with translation; **Microsoft365** for staff email; and ACTI's public website for notices, agendas, and minutes. The Parent Resource Lab supports families using these tools. Staff conduct school business only through these archived channels, not personal accounts.

Public records (Ch. 119). As a public charter school, ACTI is subject to Chapter 119; all communications and meeting records made or received in official business are public records. ACTI designates custodian records, posts request procedures, and responds per s. 119.07. Records are retained and disposed of per the Florida Department of State schedules GS7 (Public Schools Prre-K-12 and Adult and Career Education) and GS1-SL (State and Local Government Agencies), Rule 1B-24.003, F.A.C. using platforms that archive communications.

Open meetings (Ch. 286). The Governing Board Complies with Sunshine Law. S. 286.011: Meetings are open and noticed in advance, and agendas posted on ACTI's website and at its principal office and at least two meetings held annually in Clay County. Notice follows the bylaws (ten days for the annual meeting, two business days for special meetings). Minutes are recorded, made promptly available, and retained as public records.

Early and Ongoing Communication About CTE Programs

ACTI will provide comprehensive, age-appropriate information about CTE pathways beginning in the middle grades to help families and students understand career options, challenges and misconceptions about CTE, and promote informed academic planning. This information will be shared early and reinforced regularly through multiple formats, including:

- CTE Family Information Nights (minimum of two per year) begin in the fall semester, to explain career pathways, industry certifications, postsecondary options, and workforce outcomes.
- Printed and digital CTE guides outlining pathways, credential opportunities, earnings potential, and alignment to college and career goals
- Parent orientation sessions that include an overview of CTE programs and how core academic courses connect to career pathways
- School website and newsletters featuring pathway spotlights, student projects, and employer partnerships

Messaging will intentionally address and dispel stereotypes about CTE by emphasizing rigor, relevance, postsecondary access, and career mobility.

Networking, Mentorship, and Industry Engagement

ACTI will facilitate regular networking opportunities that connect students and families with industry professionals and mentors. These activities will include:

- Career and Industry Networking Events (at least once per semester), where students and families engage with local employers, post-secondary partners, and workforce mentors
- Student- Mentor Panels and Speaker Series (quarterly), embedded during the school day or at evening family events.
- Project showcases and exhibitions aligned to career pathways, allowing students to present work to families and community partners

Expected outcomes of these events include:

- Increased student awareness of career options and pathways
- Stronger alignment between coursework and career goals
- Increased family understanding of CTE value and opportunities
- Development of mentoring relationships and industry partnerships

Ongoing Parent Involvement Opportunities

Parents will be invited to participate in:

- Volunteer roles (classroom support, events, mentoring, clubs)
- Student exhibitions and recognition events

- Workshops on certification pathways, graduation planning, and postsecondary options

All volunteers will be screened through the VECHS system, in compliance with Florida law.

Communication Systems

Measuring engagement ROI. ACTI treats family communication as an investment measured against defined outcomes, reviewed each semester and annually to reallocate spending toward the highest-yield channels. Year 1 establishes baselines; later years are measured against them. Metrics include:

- **Enrollment yield:** application to enrollment conversion rate, registration completion rate, and waitlist depth, tracked as cost per enrolled student (outreach and communication spend /students enrolled).
- **Event attendance**: share of families attending key events (orientation, open houses, family-teacher conferences, pathway showcase), measured per event and year over year, targeting X% conference participation.
- **Survey results:** Parent and satisfaction surveys administered at least twice yearly, measuring the percentage of families who report understanding and supporting ACTI's CTE mission and who rate communication as effective, with response rate tracked.
- **Retention:** Annual student re-enrollment (persistence) rate and attrition rate, with exit reasons collected to flag communication-or engagement-related causes.
- **Communication engagement:** platform analytics email open rates, text and two-way response rates, parent portal login frequency, and translation usage confirming messages reach and are acted on by families.

Change and crisis communication. When program or operational changes or challenges arise, ACTI communicates proactively to preserve transparency and trust. The Executive Director (or designee) serves as the single point of authority for such messaging to ensure accuracy and consistency, and communications are tiered by urgency:

- Routine/planned changes (e.g., schedule, pathway, or policy adjustments): advance notice through ParentSquare, the FOCUS portal, and the ACTI website, with a follow-up newsletter or family meeting as warranted.
- Urgent issues (safety, closures, significant disruptions); immediate notice within 2 hours via ParentSquare text, voice, and app push, plus website posting and phone as needed.

Governing Board-Appointed Parent Representative

In compliance with s.1002.33 (7)(d)1., F. S., the Governing Board will appoint a Parent Involvement Representative annually. This individual will:

1. Serving as a primary liaison between families and the school
2. Ensure parents have access to accurate information, including CTE pathways
3. Organize parent engagement and networking activities
4. Assist with resolving parent concerns and disputes

The representative's contact information will be published in the school's Parent Handbook and on the school's website.

B. Discuss any established community resources that will be available to students and parents, if applicable. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purpose, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments form community organizations or individuals that will enrich student learning.

Community Resources and Partnerships

Academy of Career and Technical Innovations (ACTI) will utilize community resources and strategic partnerships to enrich instruction, support families, and expand career-connected learning opportunities. Partnerships will align with ACTI's career and technical education (CTE) mission and will be formalized as pathway programs and student needs are established.

ACTI will engage with local business, workforce organizations, post-secondary institutions, and nonprofit groups to support student learning through career exploration activities, guest speakers, mentorship, project-based learning support, and work-based learning opportunities such as job shadowing and internships, as age-appropriate. This partnership may include in-kind contributions (mentoring, instructional support, materials, or equipment) or fee-based services (specialized training or certification preparation) and will be documented through memoranda of understanding outlining roles, scope and compliance requirements.

To support families, ACTI plans to partner with an on-site or nearby before-and after-school care provider. These services will operate on a fee-for-service basis paid by families. ACTI will also offer after-school academic and enrichment clubs, some facilitated by community organizations or industry partners.

ACTI will participate in community service initiatives and family-centered events that promote civic engagement and strengthen school-community connections. All partnerships will be reviewed annually to ensure alignment with the school's mission, student safety, and instructional priorities.

C. Provide, as Attachment T, any existing evidence of demand for the school, or support from intended community partners, if available (e.g., letters of intent/commitment, memoranda of understanding, or contracts).

See attachment T

D. Describe the process of appointing a representative to facilitate parental involvement, provide parents access to information, and resolve parental disputes. Include a description of how the dispute resolution procedures are designed to resolve and protect the rights of parents as enumerated in ss. 1001.42(8)(c)1.-6., 1002.20 and 1014.04, F.S.

Appointment of Parent Involvement Representative and Dispute Resolution Process

The Governing Board of the Academy of Career and Technical Innovations (ACTI) will appoint a Parent and Community Representative to facilitate parental involvement, ensure access to information, assist with questions or concerns, and support the resolution of disputes, in

accordance with ss. 1002.33 (7)(d)1., 1001.42(8) (c)1-6, 1002.20 and 1014.04, Florida Statutes. The representative will reside within the school district and may be a governing board member, charter school employee, or contracted designee.

Initially, the Executive Director will serve in this role. Upon hiring a Principal, the Principal will assume the role of Parent Representative, ensuring direct access to instructional leadership. The representative's name, role, phone number, and email address will be provided annually in writing to all families and posted prominently on the school's website and in the Parent-Student Handbook.

Dispute Resolution Procedures

ACTI's dispute resolution process is designed to resolve concerns promptly, fairly, and at the lowest possible level while protecting parental rights guaranteed under Florida law.

1. Informal Resolution: Parents are encouraged to first address concerns with the teacher or staff member most directly involved.
2. Administrative Review: If unresolved, the concern may be evaluated by the principal, who will investigate and respond in writing.
3. Parent Representative Review: The Parent Representative will facilitate communication, ensure parents understand their rights, and assist in seeking resolution.
4. Governing Board Review: If necessary, the concern may be submitted to the Governing Board and placed on a publicly notice agenda for review and final determination.

For matters involving student welfare, parental rights, curriculum access, health and safety, or instructional materials, ACTI will follow procedures consistent with ss. 1001.42(8) (c) 1-6, including access to records, notice of decisions, and the opportunity to be heard. Parents will not be subject to retaliation for raising concerns.

All procedures will be clearly outlined in the Parent-Student Handbook, reviewed annually, and implemented in a manner that prioritizes transparency, due process, and respectful collaboration.

III. BUSINESS PLAN

SECTION 16: FACILITIES

If the site is acquired: N/A
If the site is not yet acquired:

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

Facility Needs
The Governing Board's intent is for the school to be a currently vacant building that can be repurposed and renovated to meet the needs of the school.

Desired Location
A location for the facility in the areas of Green Cove Springs, Lake Asbury, Orange Park, and Keystone Heights.

Desired Size and Layout
The facility will meet all applicable commercial and life safety codes and will be compatible with existing neighborhoods and with local municipal and county planning efforts. The permanent facility is expected to be 50,096 square feet in size, occupying one to three floors. This is tied to an assumed square footage of approximately 54 square feet per student. As of this application's submission date, several sites are being evaluated as long term, permanent locations. As this will be our permanent plan, our current plan will be to lease a facility for three years with the following parameters: a minimum of 23,885 sq. ft., and approximately 6 acres to accommodate the space needed for our middle school students to begin to explore the pathways:

- Architecture and Construction
- Engineering and Technology Education
- Health Services
- Transportation, Distribution and Logistics

The facility layout will accommodate a logical separation of middle (6-8) and high school (9-12) grades. In addition, the layout will include adequate resource rooms for enrichment programs, common areas for gathering (lunch, assemblies, etc.), career and technical workstations (auto mechanics, STEM labs, medical, agriculture, common lab, etc.) and space for school administration. The school site plan will also include appropriate outdoor recreational areas, designated pick-up and drop-off zones, and parking for staff and guests. Middle school would have more career and technical workstations as this is where exploration of the pathways will take place. The revenue needed for the high school to ensure the labs and medical stations, construction sites, space for architecture designs, and workstations for logistics, distribution and transportation will be ready for the students in high school.

Successful project-based learning occurs in all the career and technical pathways specifically designed with an eye toward flexibility and the promotion of creativity and collaboration. Recommended spaces[4] we will hope to incorporate into the ACTI facility include:

- A "wow space" common rooms for formal and informal gatherings
- Projects studios for student gatherings, small group work, and presentations
- Teaching neighborhoods for integrated curriculum delivery
- Movable walls between teaming teaching/classrooms
- Shared teacher offices and workspaces
- Highly flexible, multi-purpose seminar rooms
- Ubiquitous technology
- Multiple venues for display and exhibition of student work
- Indoor/outdoor connections

B. 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.

Facility Needs, Cost Estimate, and Derivation

ACTI's facility plan is phased to match capital commitments to operating maturity. During Years 1-3, ACTI will lease an appropriately sized, code-compliant facility serving initial enrollment, with rent paid from operating revenue. Estimated annual lease cost is $238,846, plus approximately $1,194,230 in tenant improvements to make the leased space school-ready.

Beginning in Year 4, after establishing a three-operating and financial track record, ACTI will acquire an approximately 50,096 square-foot permanent facility at an estimated $5,009,640, plus $2,504,820 to refurbish it to school-ready conditions.

These estimates were derived as follows.

The lease estimate for the temporary facility of $10 per square foot reflects prevailing commercial lease rates for comparable space in Clay County/ Northeast Florida market. The refurbishment estimate of $50 per square foot is based on generally run $15-$60 per square foot, with code, ADA, fire/life safety, and CTE-lab build-out driving the figure with that range applied to the facility's anticipated scope. This additional $50 per square foot is included to cover build out and refurbishment costs, consistent with standard practice for renovating existing buildings. Final scope and pricing for both phases will be confirmed by an executed lease and licensed contractor's estimate prior to commitment.

The permanent facility acquisition estimate reflects $100 per square foot for an existing building of the 50,096 square feet. The permanent facility is estimated to be $5,009,640; the refurbishment estimate of $50 per square foot is estimated to be $2,504,820. Any purchase or capital-outlay-

[4] David Stephen. New Vista Design. www.newvistadesign.net

funded lease will be executed at an independently appraised fair market value as required by s. 1013.62, Florida Statutes.

Funding Sources Other Than State and Local Funds (Attachment U)

The Year 1-3 lease and associated tenant improvements are funded from ACTI's operating revenue and the $2,510,000 Start-Up loan.

For the Year 4 acquisition and refurbishment, ACTI will pursue a $11,410,000 bond or other non-state and non-local funding sources, including conventional lender financing Community Development Financial Institution (CDFI) facility loans, and philanthropic and capital campaign contributions, supplemented where eligible by charter school capital outlay under s. 1013.62, Florida Statutes. As ACTI is in pre-authorization status with the permanent facility acquisition planned for Year 4, these commitments are not yet executed; Attachment U will be updated with executed evidence (commitment letters, term sheets, or MOUs, as such financing is secured.

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

Facility Strategy and Schedule

ACTI will be seeking to secure a temporary leased facility that will house the school for a maximum of three years in the desired area. This facility will be smaller than the idealized building, roughly 23,885 square feet, as it will only need to house half of the maximum number of students our charter will allow. Operating costs of the leased facility will be the same as the purchased one.

While leasing, ACTI will be working with multiple brokers in the region and has a handful of potential properties that could serve as the permanent location for the school. We plan to finalize the location by the end of September 2026. The acquisition of the property should be completed by the end of December 2026, allowing for renovations to begin immediately. This timeline will provide construction time to be completed by June 2027, providing two additional months to move into the building and completing all classroom set-up prior to the opening day of school.

D. Describe the back-up plan.

If securing a suitable facility proves unfeasible within the necessary timeframe, the governing board will promptly assess the situation and, if warranted, submit a formal request to the district for a one-year postponement of the school's opening. This deferral will ensure that the school is able to open under conditions that fully support student safety, program quality, and operational readiness. The board remains committed to transparency and will maintain open communication with district representatives throughout this process.

SECTION 17: TRANSPORTATION SERVICES

A. 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.

Transportation
ACTI will ensure transportation is not a barrier to equal access for students residing within a reasonable distance of the school, in accordance with s. 1002.33 (20) (c) and Chapter 1006, Florida Statutes. ACTI will provide transportation through its own qualified contracted transportation vendor, selected through a competitive procurement process, with service levels, routes, and schedules reviewed annually and adjusted as enrollment grows or community needs change.

To ensure equitable access while controlling cost, ACTI will use centralized stops at designated community pickup points within the attendance area well suited to a 6-12 population published to families, with no eligible students excluded for inability to reach the school. Students with disabilities and special transportation needs will be served as required by their IEPs and applicable law.

All vehicles will meet Florida School Bus Specifications and ss. 1006.22 and 1006.25, F.S., and Rue 6A-3.003, F.A.C. Drivers will hold a CDL (Class B) with P and S endorsements, complete the 40-hour operator training; all vendor personnel with student access will clear Level 2 screening under the Jessica Lundsford Act (ss. 1012.465 and 1012.467, F.S.) before service. Arrival and dismissal will be a supervised drop-off/pick-up queue separated from bus and pedestrian paths, with a traffic-flow plan coordinated with local authorities.

Transportation is funded primarily by state transportation categorically within the FEFP for eligible riders, plus operating funds, ridership, and route variability. If costs exceed projection, ACTI will consolidate stops, deploy right size or alternative vehicles consistent with 2023 statutory flexibility, and renegotiate vendor rates adjusting service design while preserving equal access.

SECTION 18: FOOD SERVICE

A. Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program. Explain how the school's food service plan will ensure healthy, well-rounded meals for students.

Food Services and Free/Reduced-Price Meal Access
ACTI is committed to ensuring that access to nutritious meals is not a barrier to student learning. ACTI will participate in the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) as its own School Food Authority (SFA), contracting a qualified food service management company (FSMC)/ vended- meals provider. Because NSLP meals may be prepared off-site and delivered, this model allows participation without an on-site production kitchen. The provider will be selected through competitive procurement consistent with 7 CFR Part 210 and

Florida Department of Education (FDOE) requirements, with the contract submitted to FDOE for review and approval before execution; candidate providers ACTI will consider including charter-experienced FSMCs such as SLA Management and Revolution Foods. All meals will meet USDA NSLP/SBP nutrition standards for healthy, well-rounded meals.

As the SFA, ACTI not the vendor retains responsibility for processing Free and Reduced Price (F/R) meal applications, with a designated staff member determining eligibility and conducting verification using the USDA FNS Verification Toolkit. ACTI projects approximately 52.7% of students eligible for free or reduced-price meals. . Meal revenue is budgeted on this household application model applying federal free, reduced, and paid reimbursement rates by category not on universal (CEP) eligibility; ACTI will evaluate the Community Eligibility Provision only after calculating its Identified Student Percentage through direct certification, updating the budget if adopted. No student will be denied a meal because of the inability to pay; in any interim period before reimbursement begins, meal access will be maintained through operating funds, parent payments, and community partnerships.

ACTI will provide serving and food-safety equipment a vended model requires hot holding cabinets, refrigeration and a milk cooler, cold serving wells, insulated bulk-meal carriers, a serving line, handwashing and sanitation stations, food thermometers for HAACP monitoring, and a point-of-service meal counting system with vendor provided equipment negotiated at reduce cost.

Table 18.1 Food Service Budgets

Meal Assumptions	% of Students	% Participation	Price to Student	Cost of Meal to School	USDA Reimbursement
Student Breakfast Revenue					
Free Payment	45.7%	50%	-	$2.46	$2.46
Reduced Payment	7%	50%	$0.30	$2.46	$2.16
Full Payment	47.3%	4%	$5.54	$2.46	$0.40
School Lunch Revenue					
Free Payment	45.7%	100%	-	$4.69	$4.69
Reduced Payment	7%	100%	$0.40	$4.69	$4.29
Full Payment	47.3%	16%	$6.03	$4.69	$0.44

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.

Safe-School Officer Compliance Plan
The Academy of Career and Technical Innovations (ACTI) will comply fully with Section 1006.12, Florida Statutes, by ensuring a safe-school officer is present at the school facility during all hours that school is in session. Consistent with the statute's requirement that the districts collaborate with charter governing boards to facilitate access to all safe-school officer options, ACTI will prioritize a cooperative agreement with the Clay County Sheriff's Office to assign a certified School Resource Officer (SRO) under s. 1006.12 (1). If an SRO, is not available, ACTI will implement one of the statutorily authorized alternatives, which may include employing a School Safety Officer under s. 1006.12 (2); designating and training personnel through the Coach Aaron Feis Guadian Program, administered by the Clay County Sheriff's Office, under s. 1006.12 (3), F.S.; or contracting a qualified school security guard under s. 1006.12 (4), F.S.

ACTI will verify that any assigned safe-school officer meets all applicable training certification, and background-screening requirements; is coordinated with local law enforcement; participates in the school's Threat Assessment Team; and supports the school's Emergency Operations and Crisis Response Plans. The Governing Board will document compliance annually and fund safe-school officer services through the school's allocation under s. 1011.62 (12) and operating budget.

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.

Active Assailant Response Plan and Annual Training (s. 1006.07(6)(d), F.S.). ACTI's Governing Board will adopt, implement, and annually update an Active Assailant Response Plan, developed in coordination with the Clay County Sheriff's Office as the designated first-responder agency and aligned with Florida Office of Safe Schools guidance. The plan will establish clear response options evade/evacuate, hide/shelter, and counter as a last resort and designated safe areas ("safe spots") within each classroom and throughout the facility, shielded from direct line of sight to entry points, where students and staff shelter during a lockdown. Active assailant drills will be conducted with first-responder law enforcement physically present and involved, with at least 24 hours' advance notice, and drill records will be maintained and accessible to the Office of Safe Schools. All instructional and non-instructional personnel will complete annual training on the plan before the school year and onboarding; the Principal will certify completion by October 1 each year and document it in the Florida Safe Schools Assessment Tool (FSSAT). Age-appropriate student instruction and drills will be conducted without inducing fear or trauma.

FortifyFL (s. 943.082, F.S.; Rule 6A-1.0018, F.A.C.). ACTI will install the FortifyFL app on all school-issued student mobile devices, bookmark the FortifyFL website on school-issued student computers, promote it on the school website, signage, newsletters, and the student handbook (including the false-tip penalty under s. 837.05, F.S.), and provide students instruction on its use within the first five days of each school year.

Safe School Officer (s. 1006.12, F.S.). ACTI will ensure a safe-school officer is present during all hour's school is in session, prioritizing a cooperative agreement with the Clay County Sheriff's Office for a certified School Resource Officer under s. 1006.12(1). If unavailable, ACTI will implement an authorized alternative to a directly employed School Safety Officer (s. 1006.12(2)) or a staff member trained through the Coach Aaron Feis Guardian Program with the Sheriff's Office (s. 1006.12(3)). The assigned officer will support threat assessment, emergency planning, drills, and first-responder coordination.

Mobile Panic Alert Alyssa's Law (s. 1006.07(4)(c), F.S.). ACTI will implement a state-approved mobile panic alert system providing real-time notification to law enforcement through the Public Safety Answering Point. The Executive Director will evaluate FDOE-approved vendors and recommend a system to the Governing Board; implementation, MSID registration, and district notification will be completed before opening.

Mandated Training. ACTI will provide Youth Mental Health Awareness and Assistance Training for all personnel (s. 1012.584, F.S.), bullying and harassment prevention training (s. 1006.147, F.S.), and ongoing emergency preparedness and threat assessment training.

Family Reunification (s. 1006.07(6)(e), F.S.). ACTI will adopt, in coordination with local law enforcement, and annually train staff on a Family Reunification Plan with pre-identified reunification sites, communication protocols, and secure student-release procedures.

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

The Academy of Career and Technical Innovations (ACTI) will establish and operate a School-Based Threat Assessment Team (TAT) in compliance with Section 1006.07 (7), Florida Statutes, and the Marjory Stoneman Douglas High School Public Safety Act. The purpose of the TAT is to proactively identify, assess, intervene, and monitor behaviors that may pose a threat to student, staff, or campus safety.

Establishment of the Treat Assessment Team

The TAT will be formally appointed by the ACTI Governing Board prior to the start of school operations and chaired by the principal or designee. Required members will include:

- The Safe School Officer (s. 1006.12, F.S.)
- The Principal
- A Guidance Counselor or Licensed Mental Health Professional

As enrollment increases, additional members (e.g., Dean of Students/ Upper School Dean, teachers, behavioral specialists) may be added to ensure capacity and responsiveness.

Operation of the Treat Assessment Team

ACTI's TAT will operate using the Florida Department of Education-approved Behavioral Treat Assessment Instrument (Rule 6A-1.0018, F.A.C.) and follow a structured, document process:

1. Identification- Any staff member, student, or community member may report concerning behavior. ACTI will define and train staff on what constitutes a reportable threat.
2. Assessment-The TAT will convene promptly to evaluate the concern using the state-mandated tool.
3. Intervention- If a treat is sustained, the team will implement appropriate interventions, which may include counseling, behavioral support, disciplinary action, mental health referrals, or law enforcement involvement.
4. Monitoring- The team will develop and track follow-up plans to ensure continued student support and campus safety.
5. Documentation & Reporting- All threat assessments and outcomes will be documented and entered the Florida Safe Schools Assessment Tools (FSSAT) or reported as required by the sponsoring district.

Mental Health Coordination
When appropriate, the TAT will refer students to school-based community mental health providers in accordance with Section 1012.584, F.S. Parent communication will occur when required, and all referrals and outcomes will be documented.

Training and District Coordination
All TAT members will complete annual Office of State Schools training, with onboarding provided for new members. ACTI will coordinate with the district to:

- Participate in districtwide school safety risk assessments
- Maintain access to FSSAT
- Align with district law enforcement agreements and zero-tolerance polices
- Stay current on state updates to threat assessment protocols

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.

School Safety and Discipline Incident Reporting
The Academy of Career and Technical Innovations (ACTI) will fully with Section 1006.07 (9), Florida Statutes, and Rule 6A-1.0017, F.A.C., by ensuring the accurate and timely reporting of all safety and disciplinary incidents throughs the School Environment Safety Incident Reporting (SESIR) system.

The principal or designee will be responsible for overseeing SESIR compliance and ensure that all reportable incidents are properly documented and submitted within state-required timelines. Designated staff will be trained annually on SESIR definitions, reporting thresholds, and submission. Procedures to staff will be trained annually on SESIR definitions, reporting thresholds, and submission procedures to ensure consistency and accuracy.

ACTI will standardize discipline referral forms and behavior tracking tools to support reliable data collection. All SESIR reports will be conducted to ensure data integrity, identify trends, and support continuous improvement in school safety practices. ACTI will also participate in any audits or compliance reviews conducts by the Florida Department of Education or the sponsoring district.

Coordination and Partnerships
To ensure a well-rounded and responsive safety and discipline team, ACTI will maintain active partnerships with:

- Local law enforcement (for reportable incidents and emergency response coordination)
- The sponsoring school district (for SESIR guidance, compliance support, and data reporting oversight)
- Mental health providers and student services professionals (to support interventions aligned with threat assessment and behavioral supports)
- The Safe- Schools Officer and Threat Assessment Team (to ensure alignment between incident reporting, intervention, and monitoring)

Incident requiring law enforcement notification will be reported promptly in accordance with state law and local zero-tolerance policies, even when no immediate arrest or referral occurs.

Through consistent training, clear accountability, and coordinated partnerships, ACTI will ensure that all school safety and discipline incidents are reported accurately, timely, and in full compliance with Florida law-supporting transparency, student welfare, and a safe learning environment.

SECTION 20: BUDGET

A. Provide as Attachment X, an operating budget covering each year of the requested charter term that contains revenue projections (Using the Florida charter school revenue estimate worksheet as Attachment W for at least the first year of operation), expenses, and anticipated fund balances. The budget should be based on the projected student enrollment indicated in Section 2 of the application. A template for the operating budget may be available from the sponsor upon request.

A copy of the school's projected 5-year budget is included as Attachment X and W. Florida Charter School Revenue Estimating Worksheet. ACTI will be applying for the Charter School Grant Program (CSP) but recognizes that the CSP funds are not guaranteed.

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

The start-up budget is included as Attachment Y.

C. If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments (such as funding from foundations, donors, grants), provide evidence of such funding (e.g., MOU, letters) as Attachment Z.

ACTI's startup budget is dependent on a unsecured loan beyond the ones typically provided by local, state, and federal governments. This is included in Attachment U.

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

Revenue and Expenses Assumptions

Our finance team includes the finance team lead for the following Charter Application Budgets and was a team member opening the schools: Treasure Coast Classical Academy (TCCA), Jacksonville Classical Academy (JXC), Jacksonville Classical Academy East (JXCE) and Naples Classical Academy (NCA). Costs in the following tables are based on lessons learned during the opening of these schools.

Startup Revenue Assumptions

The budgets presented reflect the experience of the school's founders and the financial team that planned the opening of ACTI The assumptions used are derived from knowledge of the school's mission, familiarity with the planned structure, and experience with a similar school plan. The school will obtain financing to cover initial expenses as defined in Table 20.1.

Table 20.1: Startup Revenue Assumptions

	Start-up Revenue	Assumptions
Unsecured Loan	$2,510,000	Unsecured loan from Suncoast Credit Union. This is planned to be an unsecured loan at 7 percent for five years. (Interest only for five years). It will be paid off when we secure a building purchase bond in Year 3.

Startup Expense Assumptions

Startup expenses reflect the costs required to successfully establish and prepare the school for opening. These expenses include partial-year salaries and benefits for key administrative and operational personnel, including the Executive Director, Principal, Human Resources Manager, and Registrar.

Additional startup costs include professional services, facility preparation, technology implementation, fees, insurance, marketing and student recruitment activities, office equipment, and other pre-opening operational expenses necessary to ensure a successful launch.

Major Start-Up Activities

The following represents many of the key start-up activities that are typically led by the Executive Director/Principal, with the support of volunteers and members of the Board of Directors

- Board engages an attorney and Liability Insurance.
- Board completes Training and Background checks.

- Board and volunteers obtain a Start-Up Loan
- Board and volunteers select a building and obtains a lease for a temporary facility
- Board and volunteers select a construction company to refurbish the temporary facility. Issue contract.
- Board and volunteers' contract with a Website Company to create a website.
- Board and volunteers' contract for SchoolMint Enroll services. Configure SchoolMint Enroll.
- Board and volunteers develop and implement a Furniture Competitive RFP. Contract with the winning vendor.
- Board and volunteers develop and implement the state-approved FSMC RFP and SFA-FSMC contract with the winning food vendor.
- Board and volunteers' contracts for Staff payroll services.
- Board hires Executive Director/Principal.
- Executive Director/Principal Initiate student recruitment. Run Lottery. Initiate Student Registration.
- Executive Director/Principal obtains three quotes for Technology. Purchase the start-up year technology. Issues a contract for Year 1 Technology.
- Executive Director/Principal performs Staff Recruitment. Issue staff contracts.
- Executive Director/Principal contract for Marketing, Advertising and Email system.
- Executive Director/Principal submits Annual Report Fee- SunBiz.org.
- Executive Director/Principal submits Annual Solicitations of Contributions Renewal.
- Executive Director/Principal plans for supply purchase.
- Executive Director/Principal initiates requesting curriculum quotes and issue procurement orders.

Attachment Y.4 provides a comprehensive schedule of all start-up expenditures, along with detailed explanations of the assumptions, calculations, and methodologies used to develop each cost estimate.

Ongoing Revenue Assumptions:
FEFP Revenue was calculated using the 2025-26 FEFP Fourth Calculation charter school revenue estimate worksheet provided by the Florida DOE. The revenue for all years of the budget is based on that charter school FEFP worksheet.

As ACTI will be providing Industry Certified Career Education (ICCE) to all students, FEFP includes the additional revenue associated with ICCE programs throughout the course of all budget years, for all grade levels and enrollments. This will take place beginning year 2 through 5.

Food service revenue consists of 2024-25 federal reimbursement rates for FRPL meals, beginning in year 1. ACTI anticipates that all students will qualify for FRPL meals because of the Department of Agriculture’s Child’s Nutrition Program (CNP). For conservative estimating, we have assumed that our student ratios for Free and Reduced meals will mirror Clay County ratios.

Fundraising will be a revenue source. The following fundraising is included:

- **Restaurant Fundraisers** – Revenue generated through partnerships with local restaurants that donate a percentage of sales (typically around 20%) during designated school fundraising events attended by families and supporters.
- **School Supply Program (80% Participation Assumption)** – Revenue based on a voluntary contribution of $60 per student to cover classroom and school supplies that families would otherwise be asked to provide directly. The budget assumes 80% family participation.
- **Golf Tournament Fundraiser** – Revenue generated from a golf tournament organized by parents, school staff, and community supporters to benefit the school.
- **5K Run/Walk Fundraiser** – Revenue generated from a community 5K event organized by parents, school staff, and volunteers to support school programs and operations.

Revenue has been inflated by 2% a year starting in year 2. Most expenses have also been inflated by 2% starting in year 2.

Before and After School revenue is paid by parents. Thus, there is no risk of lack of funding.

Table 20.2 Ongoing Operational Revenue Assumptions

Revenue Source	Year 1	Year 2	Year 3	Year 4	Year 5
FEFP	1,057,890	2,217,629	3,421,305	4,632,675	5,887,232
Charter School Capital Outlay Funding	-	-	262,944	350,592	438,240
Transportation	25,189	52,046	80,571	110,762	142,621
Gifts and Bequests are listed below:					
Restaurant Fund Raisers	1,320	2,640	3,960	5,280	6,600
Supply Program @ (80% participation)	6,336	12,672	19,008	25,344	31,680
Golf Event	15,000	15,000	15,000	15,000	15,000
5K Event	9,240	18,480	27,720	36,960	46,200
Charter School Program Grant	450,000	-	-	-	-
Local Capital Improvement	35,771	74,000	114,513	157,152	201,772
Sales Surtax	61,454	132,112	211,317	298,475	393,046
NSLP Food Service Revenue	87,478	174,956	262,434	349,912	437,390
Non-NSLP Food Service Revenues	13,325	26,337	39,350	52,259	65,167
Before and After School Child Care Fees	10,142	20,284	31,433	43,254	55,746
Loans	-	-	11,410,000	-	-
Sports, Clubs and Field Trips	34,450	51,448	68,494	79,288	90,130
Total	**1,807,595**	**2,797,603**	**15,968,048**	**6,156,952**	**7,810,823**

Ongoing Expense Assumptions

Expense projections have been developed using similarly conservative assumptions to maintain alignment between anticipated revenues and expenditures.

Personnel costs include provisions for teacher supplements and stipends associated with additional responsibilities, certifications, and instructional endorsements, including English Language Learner (ELL), Gifted, and Exceptional Student Education (ESE) endorsements. These

supplements support the school's commitment to meeting the diverse academic needs of its student population while maintaining compliance with state and federal requirements.

Capital expenditures include furniture, fixtures, and equipment (FF&E), instructional technology, network infrastructure, computers, classroom equipment, and other technology-related assets necessary to support school operations and student learning.

Attachment X3 provides a detailed listing of all Year 1 expenditures, including the methodology and assumptions used to estimate each expense.

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

The Academy of Career and Technical Innovations (ACTI) recognize the possibility of receiving lower-than expected revenue due to changes in enrollment or the availability of specific funding streams, such as the Incentive for Charter Career and Technical Education (ICCE) funding. While ICCE funds offer substantial support for career-related initiatives-including specialized staff, technology, and facility improvements- these expenditures are considered flexible and will be among the first adjusted in the event of a shortfall.

Minimum Operating Budget Threshold

ACTI has determined that it can operate its core educational program at approximately 75% of projected revenue. If revenues fall below this threshold, immediate financial adjustments will be implemented to ensure the school's financial viability. Key components of this scaled-back model include:

- Deferring or eliminating non-essential capital expenditures
- Delaying the hiring of career and pathway specialists and elective staff
- Reducing or postponing technology upgrades
- Consolidating class sections to maximize staffing efficiency

If revenues were to fall closer to 50%, the school would need to consider more significant adjustments, including:

- Pausing extracurricular programs or enrichment offerings
- Renegotiating contracts for third-party services
- Reducing administrative overhead or support positions
- Seeking bridge financing or philanthropic support to maintain essential operations

Ongoing Financial Monitoring and Response

To proactively manage revenue uncertainty:

- The school's financial service provider will deliver weekly bank registers to principal and executive director, documenting all financial activity.
- The governing board will receive monthly financial reports, including reconciled bank statements, balance sheets, and comparisons of actual revenue and expenditures to the approved budget.
- Enrollment will be tracked daily for the first 10 days of school and compared to budgeted projections. If there is a significant shortfall, an emergency board meeting will be convened to revise the budget.
- Additional financial evaluations will occur following Survey 2 (October) and Survey 3 (February) to align funding expectations with actual enrollment counts.

Decision-Making Process

Should revenue decline significantly, the principal, executive director, and governing board will meet to:

- Identify necessary expenditures reductions
- Revise spending priorities, with instructional continuity as the highest priority
- Implement a revised budget with oversight from the financial service provider
- Notify the sponsoring district of any material changes to the financial plan

By maintaining a conservative budgeting philosophy, prioritizing transparency, and building flexibility into the use of funds, ACTI will be prepared to maintain operations and deliver a quality educational experience, even under reduced funding scenarios.

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).

If revenue projections are not met or are delayed, ACTI has a tiered cash flow contingency plan in place. The school will immediately reduce instructional staff from 8 to 4; scale back classroom supplies and instructional expenses based on actual enrollment and significantly reduce technology costs. Any remaining computer equipment purchases will be financed through a five-year capital lease. Leasehold improvements will be limited to essential upgrades only. Non-essential staff will also be reduced proportionally. To manage cash flow, ACTI will prioritize vendors that offer extended payment terms (30, 90, or 120 days). A 3% contingency reserve has been included in the budget for unanticipated shortfalls. The Executive Director and Board Treasurer will review monthly financial reports and initiate necessary adjustments to ensure financial stability throughout year one.

G. Provide monthly cash flow projections for the school's start-up period (i.e., from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

See Attachment Y for a cash flow projection addressing the school's start-up period. See Attachment X for a cash flow projection for the first fiscal year of operation.

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 executive director will oversee the management of the school's finances on behalf of the board. The ACTI governing board will contract with a third-party firm, Charter Sage, CPA, PLLC., to aid in managing the finances of the school. A third-party firm will provide:

- Preparation of budgets, cash flow analyses, and financial statements
- Preparation of reports for SDLC, State Department of Education and federal agencies
- Payroll processing
- Cash management
- Audit procurement assistance
- Fixed asset management
- Design and implementation of the internal control systems
- Remit payment for goods and services after verifying receipt

The ACTI Board is ultimately responsible to ensure that appropriate policies and procedures are in place to prevent fraud, waste, and abuse, and to make certain that the school is operating effectively and effectively according to the charter contract and state or federal laws. As a public school, ACTI is a fiduciary of public funds, and must be accountable for the effective use of the funds in achieving the desired end of an excellent education of Clay County students. In addition, the policies will ensure the proper segregation of duties to minimize possible fraud. Board members will be trained in financial statements, governance, nonprofit and governmental accounting, and internal controls. The executive director will supervise the business manager in managing the school finances. The business manager, under the direction of the executive director and consultation with the school's principal, will prepare an annual budget for the board's approval. The board will be presented with the budget versus the current year's projected financial statements, and significant assumptions used to prepare the budget. Revenue assumptions, cost drivers, and variable versus fixed budgeted expenses will be outlined. In conjunction with the annual budget, a long-range budget will also be prepared, with particular attention to capital expenditures, maintenance, and reserves. The day-to-day accounting functions will be overseen by the business manager. A detailed policy and procedure manual (developed by the Compliance Manager and approved by the Board) will be maintained for general ledger accounting, bookkeeping, inventory, payables, receivables, and payroll functions. The manual must outline internal controls (first and second line of defense), preparer/reviewer roles, and recordkeeping requirements. It will also address how ACTI's policies and procedures address state and federal requirements, including the Red Book. The manual's accounting and financial management policies and procedures will be reviewed by the Audit Committee no less than annually.

Reports will be presented to the board, including:

- Balance sheet
- Revenues vs. expenditures statement
- Budget vs. actual expenses
- Cash flow projections
- Bank reconciliations

An effective internal control structure and culture of compliance are critical for effective fiscal management. Therefore, the board will periodically engage an independent public accounting firm to review specific aspects of the school's internal controls. Recommendations and findings from this engagement will be reported to the board, and the board's Audit Committee will be tasked to ensure that the recommended improvements are carried out by school staff.

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

The board will receive initial and periodic training on how to effectively monitor the school's financial health and compliance. New board members will also be required to receive training upon joining the board. The board will require the executive director to periodically complete a financial management best practices self-assessment to inform the board how policies and procedures fulfill recognized best practices in school governance. This self-assessment will be like the Financial Management Best Practices for Florida School Districts Self-Assessment, developed by the Florida's Office of Program Policy Analysis & Government Accountability (OPPAGA), but will be adapted for charter schools.

The board of directors will appoint an Audit Committee to specifically advise the board on matters of financial management and governance. The Audit Committee will be tasked with the following financial management oversight functions:

- Recommend the auditor for the annual financial statement audit
- Review the annual independent audit report
- Review the annual budget and budget versus actual results
- Review the school's financial management policies and procedures
- Review the Financial Management Best Practices Self-Assessment
- Advise the board on the performance of the school operations manager regarding financial management

The board will review financial statements, including:

- Balance sheet
- Revenues vs. expenditures statement
- Budget vs. actual expenses
- Cash flow projections
- Monthly bank reconciliations

The board will be responsible for hiring an independent auditor and receiving the auditor's report. The board's Audit Committee will advise the board on the choice of independent auditor, but the responsibility ultimately resides with the board, and the auditor reports directly to the board of

directors. The auditor will present its audit report and findings to the board, and the board will implement the auditor's recommendations, as appropriate.

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

The ACTI Governing Board will use a comprehensive set of mechanisms to monitor the school's financial health and ensure compliance. All board members will receive initial and ongoing training in financial oversight, with new members trained upon appointment. The Executive Director will be required to periodically complete a Financial Management Best Practices Self-Assessment, modeled after the Florida OPPAGA tool but adapted for charter schools. This tool will help the board evaluate the effectiveness of financial policies and practices.

An Audit Committee will be appointed to advise the board on financial matters and ensure proper oversight. The committee's responsibilities will include:

- Recommending an auditor for the annual independent audit
- Reviewing the audit report and any findings
- Analyzing the annual budget and actual performance
- Assessing financial management policies and procedures
- Reviewing the self-assessment results
- Advising on the performance of the operations manager related to financial management

The full board will regularly review financial statements, including:

- Balance sheets
- Revenue and expenditure reports
- Budget-to-actual comparisons
- Cash flow projections
- Monthly bank reconciliations

The board will retain final responsibility for hiring an independent auditor and reviewing the audit findings. While the Audit Committee may make recommendations, the auditor reports directly to the full board. Any recommendations from the audit will be addressed promptly, and corrective actions will be implemented as needed to ensure continued compliance and strong financial health.

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

ACTI will maintain its accounting records using an industry-standard accounting software package, such as QuickBooks, which can be configured to comply with the Florida Department of Education's Red Book accounting requirements. The Finance and Accounting team will ensure that all financial records are stored digitally, with regular backups conducted to secure off-site or cloud-based locations to prevent data loss.

All invoices, checks, and related financial documents will be organized and stored by the Business Manager using a structured filling system defined in the school's board-approved financial policies

and procedures manual. Hard copies will be stored securely on-site, while digital versions will be maintained in encrypted, backed-up folders within the school's financial management system. In addition to standard accounting records, the school will ensure the contracts, warranties, purchase orders, and other business documentation are completed, filled, and stored properly. The principal will designate a staff member-typically the Business Manager-to oversee compliance with document retention and filling procedures. Inventory records will be maintained, and all capital assets will be tagged and entered into the school's fixed asset register upon receipt.

All records will be retained in compliance with the General Records Schedule for Local Government Agencies (GS1-L), as authorized by Chapters 119 and 257, Florida Statutes. Furthermore, the school's approved annual budget and audited financial statements will be posted publicly on the school's website to ensure transparency and public access.

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.

To promote transparency and accountability, ACTI will ensure that all required financial information is made accessible to both the authorized and the public. Monthly and quarterly unaudited financial statements will be prepared and submitted to the school's governing board and the district authorizer in accordance with state requirements. These reports will be reviewed at regularly scheduled public board meetings.

The school's annual budget will be publicly presented and adopted at a board meeting that is open to the public. The approved budget will then be submitted to the district and posted on the school's website. Website maintenance, including financial updates, will be managed through a contracted service included in the school's marketing budget to ensure timely and consistent updates.

The school's independent annual financial audit will also be presented at a public board meeting and submitted to the district in accordance with statutory deadlines. The audit report, along with the adopted annual budget, will be made available as part of the board's public meeting materials and will be posted on the school's website. Members of the public will have the opportunity to comment on these financial items during the public comment section of board meetings.

These steps will ensure that the school maintains full financial transparency and remains accountable to both its authorizer and the community it serves.

F. Describe any key back-offices services to be outsourced via contract, such as business services, payroll, and auditing services. Include the anticipated cost of such services and criteria for selecting such services.

ACTI anticipates outsourcing these services through a formal, competitive Request for Proposal (RFP) process following charter approval. While specific vendors and final cost have not been identified, budgeted range for these services are included in the school's operating budget.

G. Describe how the school will store financial records.

ACTI will maintain all financial records in both electronic and paper formats to ensure redundancy and accessibility. Paper records, such as invoices, checks, contracts, and bank statements, will be securely stored in locked file cabinets within a locked administrative office, accessible only to authorized personnel.

Electronic financial records will be stored on a secure, off-site server managed by a contracted vendor. To ensure data integrity and prevent loss, the vendor will be required to perform daily automatic backups of all files and maintain disaster recovery protocols. In the event of system failure, these backups will allow for full restoration of records.
All records will be retained and stored in accordance with the General Records Schedule for Local Government Agencies (GS1-L), as required by Chapters 119 and 257, Florida Statutes. This includes maintaining proper documented storage retention periods, and secure destruction when required.

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

The following insurance coverage will be obtained:

1. Health Insurance
    a. ACTI will provide health, dental, life, and other group insurance to employees.
2. Worker's Compensation Insurance- Part 1 and Part II shall have the following limits:
    a. $500,000 each accident
    b. $500,000 disease- each employee
    c. $500, 000 disease- policy limit
3. Commercial General Liability Insurance
    a. $1 million per occurrence
    b. $3 million annual aggregate
    c. Deductible of $1,000 per occurrence
4. Property Coverage- Rental and tangible property with a value greater than $500.
5. School Leaders Errors and Omissions Insurance
    a. $1,000,000 per claim/annual aggregate
    b. Maximum $25,000 deductible
6. Builder's Risk Insurance- Insurance equal to the actual replacement cost for construction.
7. Fidelity Bonds
    a. Fidelity bonds on all employees whose duties include receiving or disbursing cash.
8. Automobile Liability Insurance
    a. One Million per occurrence/$3 million annual aggregate including all owned, hired, and non-owned automobiles.

SECTION 22: START-UP PLAN

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

i. **Applying for and securing appropriate legal status (e.g., status as a state corporation, federal non-profit)**
ii. **Identifying and securing facility**
iii. **Recruiting and hiring staff (leaders, teachers, and other staff)**
iv. **Staff training**
v. **Finalizing curriculum and other instructional materials**
vi. **Governing board training**
vii. **Policy adoption by Board (if necessary)**
viii. **Recruiting students**
ix. **Enrollment lottery, if necessary**
x. **Establishing financial procedures**
xi. **Securing contracted services**
xii. **Fundraising, if applicable**
xiii. **Finalizing transportation and food service plans**
xiv. **Procuring furniture, fixtures, and equipment**
xv. **Procuring instructional materials**

Action Item	Timeline
Applying for and securing appropriate legal status	
• File Articles of Incorporation	• Feb. / March 2024
• Apply for 50l(c)(3) status	• June 2023
Identifying and securing facility	
• Identify potential site(s)	• September 2026
• Negotiate	• December 2026
• Complete all necessary facilities contracts on property	• December 2026
• Complete fire and health inspections	• December 2026
• Obtain final CO	• December 2026
• Move into facility	• May 2027
Recruiting and Hiring Staff	
• Establish hiring policies	• November2026
• Formally post and begin recruitment for the principal position	• November 2026
• Begin interviewing for the principal position	• December 2026
• Hire Executive Director	• January 2027
• Hire Principal and Business Manager	• January 2027
• Hire Technology Manager and Registrar	• April 2027
• Hire Facility Manager,	• February 2027
• Develop employee manual	• March 2027
• Post teaching positions	• April/May 2027
• Interview for teaching positions	• June 2027
• Have all teachers hired/ Fingerprinting, drug testing and background checks completed	• June 2027
Staff Training	
• Teachers report for orientation and professional development	• July 31-August 5, 2027.
Finalizing Curriculum and other materials	
• Research potential topics or prompts to support initial	• May 2027
• Review/de implementation of PBL	• June / August 2027
• Finalize instructional materials decisions brief on program implementation for Q 1; including analysis of student analysis of	• September / Oct. 2027

Action Item	Timeline
student performance on baseline and interim assessments; incorporate results into Q 2 planning	
Governing Board Training • Board members complete state-approved training and background checks • Board members attend statewide charter school conference	 • W/in 60 days of contract • October 2027
Policy Adoption by Board • Adopt segregation of financial duties policy • Adopt corporate and financial policy manual(s) • Adopt annual budget	 • Nov. / December 2026 • Nov. / December 2026 • Nov. / December 2026
Recruiting Students • Host town hall meetings • Develop website and marketing materials • Develop student enrollment policy	 • December 2026 • November 2026 • November 2026
Enrollment Lottery, if necessary • Develop lottery policies and procedures • Develop enrollment packet • Notification of lottery • Conduct lottery (if necessary) • Registration begins/Waitlist notice sent	 • November 2026 • November 2026 • April 2027 • May 2027 • May - June 2027
Establishing Financial Procedures • Governing board adopts financial procedures • Develop procurement policies	 • Nov. / December 2026 • Nov. / December 2026
Securing Contracted Services • Advertise for security, janitorial services, food services, transportation contracts, ESE support staff (OT, PT, SLP) • Interview potential vendors • Make decisions on contracted service providers	 • Nov. / December 2026 • January 2027 • February 2027
Finalizing Transportation and Food Services • Negotiate with district/third party provider for transportation and food service • Develop bus pick-up and drop-off plan • Develop plan with Food Service Provider for lunch location, times, etc. • Distribute Federal lunch program surveys to all students	 • Nov. / December 2026 • July 2027 • March 2027 • July 2027
Procurement of Furniture, Fixtures, and Equipment • Identify and plan for FF&E Needs • Issue RFP and Obtain quotes for FF&E • Place orders for FF&E and establish procedures for receipt • Inventory completed for furniture, fixtures, and equipment	 • Nov. / December 2026 • Nov. / December 2026 • February 2027 • June 2027
Procurement of Instructional Materials • Place orders for instructional materials • Develop process for receiving instructional materials • Materials received and inventoried	 • January 2027 • Nov. / December 2026 • June 2027

ATTACHMENTS

List of Addenda/Attachments Not Required in this Application

The addenda and attachment listed below are not applicable for this application and therefore are not included.

Addenda

- Addendum A: Replication
- Addendum A1: High Performing Replication

Chart of Attachments

- Attachment A: Support for Conversion
- Attachment E: Pupil Progression Plan, If Applicable *ACTI will implement the district's Pupil Progression Plan*
- Attachment G: Proposed Discipline Policy/Code of Conduct- *ACTI will implement the district's Code of Student Conduct*
- Attachment V: Draft Rental Agreement, if Applicable
- Attachment AA: Commissioner's Letter for High Performing Replication
- Attachment DD: Applicant History Worksheet

ATTACHMENT B: SAMPLE DAILY SCHEDULE, DAYS/HOURS OF INSTRUCTION, ANNUAL CALENDAR

Sample Daily Schedule, Days/Hours of Instruction, & Annual Calendar

Instructional Schedule and Compliance with State Requirements

The Academy of Career and Technical Innovations (ACTI) operates for 180 days annually and will follow the Clay County District Schools (CCDS) calendar regarding the beginning and ending of the school year, observed holidays, teacher planning days, grading and interim periods, and scheduled summer, winter, and spring breaks.

ACTI implements an A-Day/B-Day block schedule designed to support deeper learning, project-based instruction, and career and technical education while ensuring full compliance with Florida Instructional time and FEFP funding requirements under SS1011.61 (1) (a), F.S.

Student School Day

The student day operates from 8:30 a.m. to 3:35 p.m., for a total of 440 minutes (7 hours and 20 minutes), with arrival beginning at 8:15 a.m. for breakfast service.

Annual Instructional Hours

Over 180 instructional days, ACTI provides 59,400 instructional minutes or 990 hours of direct instructional time exceeding the 900-hour minimum required for students in Grades 4-12 under SS 1011.61 (1) (a), F.S. This provides a 90-hour buffer above the statutory minimum to accommodate half-days, early release days, weather closures, and other scheduling adjustments without compromising compliance.

A-Day/B-Day Block Structure

Under the A/B schedule, students attend three extended instructional blocks per day, each approximately 100 minutes in length, allowing sufficient time for inquiry-based instruction, laboratory work, collaborative projects, and applied learning experiences. Courses rotate on an A-Day/B-Day basis, enabling ACTI to offer a combination of year-long and semester-based courses while maintaining consistent instructional minutes across subject areas. All students also participate in a daily 30-minute Instructional Seminar focused on advisory, intervention, literacy, numeracy, or career development.

Fusion Block (Student Support and Enrichment)

Each school day also includes a 60-minute Fusion Block, scheduled mid-day and excluded from instructional time calculations consistent with Florida instructional time accounting requirements. The Fusion Block includes lunch, tutoring, MTSS Tier 2 and Tier 3 intervention, enrichment, certification preparation, clubs, mentoring, and advisory support. This structure allows ACTI to deliver targeted interventions and enrichment without removing students from core instruction or inflating instructional time calculations.

Half-Days and Schedule Adjustments

When the school operates on a half-day or early release schedule (for teachers' professional development, parent conferences, or unforeseen closures), instructional time is documented for the actual minutes delivered. Because ACTI's standard schedule provides a 90-hour buffer above the 900-hour minimum, the school can accommodate up to approximately 27 half-days per year (if needed) and remain compliant with the 900-hour requirement. The school calendar minimizes scheduled half-days and builds in make-up time for unforeseen closures (such as weather events) consistent with Florida hurricane make-up day requirements.

Annual Calendar

ACTI's annual calendar follows the Clay County District Schools calendar for major scheduling elements (school year start and end, holidays, breaks, teacher planning days) to support coordination with district services, and family expectations across schools. Minor variations may occur to accommodate ACTI's specific instructional model, with all such variations approved by the Governing Board and shared with families in advance.

Instructional Integrity and Accountability

By separating direct instructional time (330 minutes per day) from the Fusion Block (60 minutes, non-instructional), ACTI ensures:

- Compliance with SS 1011.61 (1) (a), F.S. instructional time requirements (900 hours minimum)
- Sufficient instructional minutes for both year-long and semester courses
- Increased instructional depth and student engagement through 100-minute blocks
- Flexibility to support MTSS Tier 2 and Tier 3 interventions during Fusion Block without removing students from core instruction.
- Accurate instructional time reporting for FEFP funding purposes

This schedule reflects ACTI's commitment to instructional excellence, statutory compliance, and innovative scheduling practices consistent with Florida charter school law. A sample daily schedule and annual calendar are provided in the tables below.

Academy of Career and Technical Innovations (ACTI)

Sample Daily Schedule – A-Day / B-Day (90-Minute Block)

Time	Activity	Minutes	Instructional
8:30 – 10:00	Block 1 (Core / CTE)	90	Yes
10:05 – 11:35	Block 2 (Core / CTE)	90	Yes
11:35 – 12:35	Fusion Block (Lunch, Tutoring, Enrichment)	60	No
12:40 – 2:10	Block 3 (Core / CTE)	90	Yes
2:15 – 3:15	Instructional Seminar (Literacy, MTSS, Career)	60	Yes
3:15 – 3:45	Dismissal / Transitions	30	No

Daily Direct Instructional Minutes: **330**
Annual Instructional Minutes (180 days): **59,400**
Annual Instructional Hours: **990** (Exceeds Florida statutory minimum of 900 hours)

Academy of Career and Technical Innovations (ACTI)

High School Sample Daily Schedule (A/B Block – 90-Minute Periods)

Time	A-Day Schedule	Instructional Minutes
8:30 – 10:00	Block 1 – Core / CTE Course	90
10:05 – 11:35	Block 2 – Core / CTE Course	90
11:35 – 12:35	Fusion Block (Lunch, Tutoring, Clubs – Non-Instructional)	0
12:40 – 2:10	Block 3 – Core / CTE Course	90
2:15 – 2:45	Instructional Seminar (Advisory / Literacy / Intervention)	30
2:45 – 3:45	Teacher Office Hours / Academic Support	30
	Total Daily Instructional Minutes	330

This A/B block schedule provides 330 instructional minutes per day. Over 180 instructional days, ACTI delivers 59,400 instructional minutes (990 instructional hours annually), exceeding the Florida statutory requirement of 900 instructional hours pursuant to s. 1011.61(1)(a), F.S. Fusion Block time is intentionally excluded from instructional minute calculations.

Annual Calendar

As noted, ACTI will follow the CCPS annual calendar. The district's tentative 2027-2028 calendar is provided below.

CCPS 2027-2028 Academic Calendar

Approved

Official, updated student calendars will be posted at www.oneclay.net/calendars



Monday, August 2, 2027	First Day, Teachers
Thursday, August 5, 2027	Inservice Day, Teachers
Tuesday, August 10, 2027	First Day, Students
Monday, September 6, 2027	Labor Day, Student/Teacher Holiday
Friday, October 8, 2027	End First Grading Period (43 days)
Monday, October 11, 2027	Planning Day/Student Holiday
Thursday, November 11, 2027	Veterans' Day, Student/Teacher Holiday
Monday, November 22 - Friday, November 26, 2027	Thanksgiving, Student/Teacher Holidays
Friday, December 17, 2027	End Second Grading Period (43 days)
Monday, December 20 - Friday, December 31, 2027	Christmas Break, Student/Teacher Holidays
Monday, January 3, 2028	Planning Day/Student Holiday
Tuesday, January 4, 2028	Students Return to School
Monday, January 17, 2028	Martin Luther King Jr. Day, Student/Teacher Holiday
Monday, February 21, 2028	Presidents' Day, Student/Teacher Holiday
Friday, March 10, 2028	End Third Grading Period (47 days)
Monday, March 13 - Friday, March 17, 2028	Spring Break, Student/Teacher Holidays
Monday, March 20, 2028	Planning Day/Student Holiday
Tuesday, March 21, 2028	Students Return to School
Friday, April 7, 2028	Fair Day, Student/Teacher Holiday
Friday, April 14, 2028	Good Friday, Student/Teacher Holiday
Friday, May 26, 2028	Last Day, Students (4th Grading Period - 47 days)
Monday, May 29, 2028	Memorial Day, Teacher Holiday
Tuesday, May 30, 2028	Last Day, Teachers – Planning Day

GRADUATION: Friday, May 19, 2028

EARLY DISMISSAL DAYS

ELEMENTARY SCHOOLS

Friday, September 17, 2027
Friday, October 29, 2027
Friday, December 17, 2027
Friday, February 11, 2028
Friday, May 5, 2028
Friday, May 26, 2028

JUNIOR HIGH & HIGH SCHOOLS ONLY

Wednesday, December 15, 2027
Thursday, December 16, 2027
Friday, December 17, 2027
Wednesday, May 24, 2028
Thursday, May 25, 2028
Friday, May 26, 2028

INTERIM GRADES POSTED

Friday, September 10, 2027
Friday, November 12, 2027
Friday, February 4, 2028
Friday, April 21, 2028

REPORT CARDS POSTED

Friday, October 15, 2027
Friday, January 7, 2028
Friday, March 24, 2028
Friday, June 9, 2028

School Board Approved: November 6, 2025

ATTACHMENT C. SAMPLE CURRICULUM SCOPE AND SEQUENCE

Grades Served: Middle School (6-8) and High School (9-12)

This outlines the sample scope and sequence for core academic subjects and demonstrates alignment to Florida B.E.S.T. Standards. Final pacing guides and unit calendars will be completed during the planning year prior to school opening.

Middle School (Grades 6–8)

English Language Arts – Scope & Sequence

Grade	Major Focus Areas	Sequence Highlights
6	Reading literature and informational text; writing to explain	Narrative → Informative → Argument
7	Text analysis; evidence-based writing	Literary analysis → Argument → Research
8	Critical reading; research and technical writing	Argument → Research → Technical writing

Mathematics – Scope & Sequence

Grade	Major Focus Areas	Sequence Highlights
6	Ratios, expressions, statistics	Number systems → Ratios → Data analysis
7	Proportional relationships, probability	Proportions → Linear relationships
8	Linear equations, functions, geometry	Functions → Geometry → Statistics

Science – Scope & Sequence

Grade	Major Focus Areas	Sequence Highlights
6	Earth & space science	Earth systems → Climate
7	Life science	Cells → Ecosystems
8	Physical science & engineering	Forces → Energy → Engineering

Social Studies – Scope & Sequence

Grade	Major Focus Areas	Sequence Highlights
6	World geography & civilizations	Geography → Early civilizations
7	Civics & government	Foundations → Civic participation
8	U.S. History	Colonization → Constitution

High School (Grades 9–12)

English Language Arts – Scope & Sequence

Grade	Major Focus Areas	Sequence Highlights
9	Literary analysis; informative writing	Narrative → Analysis
10	Argumentative writing; research	Argument → Research
11	American literature; rhetoric	Rhetoric → Argument
12	College & career writing	Technical writing → Capstone

Mathematics – Scope & Sequence

Grade	Major Focus Areas	Sequence Highlights
9	Algebra I	Linear equations → Functions
10	Geometry	Proofs → Modeling
11	Algebra II	Quadratics → Exponentials
12	Math for College & Careers	Financial math → Data analysis

Science – Scope & Sequence

Grade	Major Focus Areas	Sequence Highlights
9	Biology	Cells → Genetics → Ecology
10	Chemistry	Matter → Reactions
11	Physics	Motion → Energy
12	Applied/Environmental Science	Systems → Sustainability

Social Studies – Scope & Sequence

Grade	Major Focus Areas	Sequence Highlights
9	World History	Ancient → Modern
10	U.S. History	Reconstruction → Present
11	Economics	Micro → Macro
12	U.S. Government	Civics → Policy

Reading Focus & Statutory Compliance

ACTI prioritizes literacy as foundational to academic and career success. Students reading below grade level receive explicit, systematic phonics instruction for decoding and encoding as the primary strategy for word reading. Instructional approaches do not employ three-cueing systems or visual memory strategies. A Multi-Tiered System of Supports (MTSS) is used to provide targeted interventions and progress monitoring.

Highlight any text to hear text-to-voice speech.
Select Language
Powered by Google Translate

Career Challenge: Résumé Remix

Introduction

Media: Video (1 minute)

This lesson challenges students to create their own media-based résumés using various formats such as videos, websites or social media profiles. In today's digital age, media-based résumés have become increasingly valuable for showcasing skills and experience in a creative and engaging manner. Students will develop a media-based résumé showcasing their skills, achievements and personality in an engaging and creative way.

All materials are open-ended to allow flexibility to fit classroom needs. Students will research examples of résumés and create a media-based résumé utilizing technology to enhance interest.

Objectives:
1. To understand the purpose and importance of a media-based résumé.
2. To develop media and communication skills by creating and designing a visually appealing and informative media-based résumé.
3. To showcase personal skills, experience and interests effectively through the chosen media format.
4. To gain awareness of how to tailor a media-based résumé to a target audience or job opportunity.

Instructors can determine the best length of time for the project based on the students' abilities and available class time.

Project Scope & Sequence

Introduction to the Challenge

Class Overview:
The introduction should be one class period. Students will review the expectations of the challenge.

Step 1: Bell Ringer:
- Display a short excerpt from a job posting on the board or screen, without revealing the job title. Ask students to take a few minutes to individually jot down the skills, qualifications and experience they think would be important for a candidate applying for this job.
- Engage students in a brief discussion, allowing them to share their responses.
- Reveal the job title and compare the students' responses with the actual requirements listed in the job posting, highlighting the importance of aligning one's résumé with the specific job requirements.

Step 2: Show the **Career Challenge: Résumé Remix** video segment.
- This video is one minute long.

Step 3: Provide students with the **Career Challenge: Résumé Remix Project.**
- Students have been challenged to create a media-based résumé showcasing their skills, achievements and personality in an engaging and creative way.
- Read aloud the directions and provide any additional requirements you have for the project.

Step 4: Allow students to ask any questions about the project.
Step 5: Provide students with due dates for each section of the project to enter in the applicable spaces within their project.
Step 6: Exit Ticket:
- Students should identify a future career choice and research examples of résumés related to their chosen career and complete the *Preliminary Research & Development* portion of the project.

Complete the Résumé

Step 1: Bell Ringer:
- Show a short video or display examples of media-based résumés from professionals in different industries. Discuss the impact and creativity of these résumés.

Step 2: Students should complete the *Résumé Development* portion of the project.
Step 3: Exit Ticket:
- Students should provide a progress update on the *Résumé Development* portion of the project.

Audio/Audiovisual Development

Step 1: Bell Ringer:
- Display a selection of media assets such as images, videos and infographics on the board or screen. Ask students to observe the media assets and brainstorm different ways they could be utilized in a résumé to enhance its visual appeal and communicate information effectively.
- Encourage students to share their ideas with the class, discussing how each media asset could be strategically incorporated into a résumé and the impact it could have on capturing the attention of potential employers.

Step 2: Students should complete the *Audio/Audiovisual Development* portion of the project.
Step 3: Exit Ticket:
- Students should provide a progress update on the *Audio/Audiovisual Development* portion of the project.

Presentation Development

Step 1: Bell Ringer:
- Instruct students to work with a partner and "pitch" themselves for a job opportunity in 30 seconds. Discuss the importance of making a memorable first impression.

Step 2: Students should complete the *Presentation Development* portion of the project and present their résumé to the class.
Step 3: Exit Ticket:
- Students should provide a progress update on the *Presentation Development* portion of the project.

Evaluation & Reflection

Step 1: Bell Ringer:
- Ask students to write down three skills or strengths they believe they possess. Once they have written down their skills, ask them to turn to a partner and share their skills with each other.
- After a few minutes, ask for volunteers to share one of their partner's skills with the class.
- Encourage students to listen actively and offer positive feedback or additional insights about their classmates' skills.

Step 2: Students should complete the *Evaluate & Reflect* portion of the project.
Step 3: Exit Ticket:
- Students should submit all components of their completed projects.

Accommodations, Modifications & Extensions

Accommodations:
Increase the frequency of instructor check-ins. Provide sentence starters for the Bell Ringer prompts.

Modifications:
Provide students with an outline shell to assist in organizing thoughts. Provide students with assistance with the *Résumé Development* portion of the lesson.

Extension:
Arrange mock interview sessions where students can practice presenting their media-based résumés and answering interview questions. Pair students as interviewers and interviewees and provide them with sample interview questions. Encourage constructive feedback and discussion after each mock interview to help students improve their communication and presentation skills. Alternatively, create a cross-curricular project with an English class to review writing and editing skills.

ICEV Copyright CEV Multimedia, LLC

ATTACHMENT D: READING CURRICULUM

Reading Curriculum and Intervention

The Academy of Career and Technical Innovations (ACTI) implements a structured, evidence-based reading curriculum and a Multi-Tiered System of Supports (MTSS) to ensure all students develop strong literacy skills. The instructional model aligns with Florida's B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards, the science of reading, and state reading requirements under SS1008.25 and SS1011.62, F.S. Consistent with SS 1011.62 (9), F.S. ACTI adopts the Clay County District Schools (CCDS) Comprehensive Evidence-Based Reading Plan (CERP), leveraging the FLDOE – approved district framework while implementing it through ACTI's specific curricula, assessments, and instructional model.

Core Curriculum

ACTI adopts CommoneLit 360 as the core English Language Arts curriculum for Grades 6-12, providing science-of-reading-aligned, B.E.S.T. Standards aligned instruction emphasizing phonics, fluency, vocabulary, reading comprehension, and writing in response to text. Instruction is vertically aligned across grade levels and integrated into core content areas to promote disciplinary literacy.

Universal Screening and Progress Monitoring

All students will participate in universal reading screeners at least three times per year. Screening data will be used to identify students at risk for reading difficulties and to inform instructional grouping and intervention placement. Ongoing progress monitoring will occur for students receiving supplemental or intensive interventions.

Reading Intervention Framework (MTSS)

ACTI will utilize a Multi-Tiered System of Supports (MTSS) to deliver targeted reading interventions aligned to student need. Interventions will be evidence-based and adjusted based on data.

- Tier 1: High-quality core instruction for all students with embedded differentiation
- Tier 2: Small-group interventions focusing on decoding, fluency, and comprehension skills
- Tier 3: Intensive, individualized interventions with increased frequency and duration

Intervention Resources and Tools

ACTI will use a combination of research-based intervention programs, instructional technology, and teacher-led supports to address reading deficiencies. Resources may include structured literacy programs, adaptive digital reading platforms, and targeted skill-building materials aligned to identified deficits.

Professional Development and Implementation Support

Teachers and interventionists will receive ongoing professional development in evidence-based reading instruction, data analysis, and intervention delivery. Training will include initial onboarding, coaching, and collaborative planning focused on improving reading outcomes across all grade levels.

Monitoring Effectiveness and Continuous Improvement

The effectiveness of the reading curriculum and interventions will be evaluated through student performance data, progress monitoring results, classroom observations, and fidelity checks. Leadership will review data regularly to adjust instructional strategies, allocate resources, and ensure continuous improvement in literacy outcomes.

FLORIDA STATEWIDE ASSESSMENT PROGRAM
PRELIMINARY 2027–2028 SCHEDULE

The testing windows below denote the amount of time provided for districts and schools to select test administration days; they do not represent the amount of time students spend taking the assessments. The windows are established to provide maximum flexibility to efficiently deliver these important measurements of student progress and performance and maximize student learning and instructional time.

Dates[1]	Assessment
Fall	
August 2–September 24, 2027	**Florida Assessment of Student Thinking (FAST) PM1** Grades K–2 FAST English Language Arts (ELA) Reading & Mathematics
August 9–September 24, 2027	**FAST PM1** Grades 3–10 FAST ELA Reading Grades 3–8 FAST Mathematics
September 7–October 1, 2027	**End-of-Course (EOC) Assessments** Algebra 1, Geometry, Biology 1, Civics, U.S. History
	FAST Retake Grade 10 ELA Reading Retake
Winter	
November 29, 2027–January 21, 2028	**FAST PM2** Grades K–10 FAST ELA Reading Grades 3–8 FAST Mathematics
November 29–December 17, 2027	**EOC Assessments** Algebra 1, Geometry, Biology 1, Civics, U.S. History
	Florida Advanced Course Test (FACT) College Algebra
	FAST Retake Grade 10 ELA Reading Retake
Spring	
March 27–April 7, 2028	**Writing** Grades 4–10
April 10–May 26, 2028	**FAST PM3** Grades K–2 FAST Reading & Mathematics
May 1–26, 2028	**FAST PM3** Grades 3–10 FAST ELA Reading Grades 3–8 FAST Mathematics
	Statewide Science Assessment Grades 5 & 8 Science
	EOC Assessments Algebra 1, Geometry, Biology 1, Civics, U.S. History
	FACT College Algebra
	FAST Retake Grade 10 ELA Reading Retake
Summer	
June 19–23, 2028 July 10–14, 2028	**EOC Assessments** Algebra 1, Geometry, Biology 1, Civics, U.S. History
	FAST Grade 3 ELA Reading Grade 10 ELA Reading Retake

[1]School districts establish daily testing schedules within these windows according to state-provided guidance. For more detailed scheduling information for a specific school or district, please visit that organization's website.

Office of Assessment
12/19/25
Page 1

FLORIDA DEPARTMENT OF EDUCATION
FLdoe.org

We will follow the state assessment schedule. Here is the latest available schedule. ACTI will create PMP during curriculum development.

Above is the preliminary 2027-2028 schedule (the proposed first year for the school), and the most recent FLDOE assessment calendars are included in the link for reference.

https://www.fldoe.org/accountability/assessments/k-12-student-assessment/assessment-schedules.stml

Sample Collaborative Planning Schedule

In addition to the modified block student schedule crafted to maximize opportunities for student engagement, remediation, and enrichment, each teacher's schedule includes a 50-minute planning period at the start of each day. A collaborative planning schedule reflective of the school's commitment to uninterrupted teacher planning time will be implemented. The following provides an example of how planning time will be set aside for teachers by grade, subject, and course:

- Horizontal Collaboration (1st Tuesday of each month) – Grade levels work together in areas the grade level identifies to support all teachers and students at that grade level. Interdisciplinary planning occurs during this time.
- Focused Collaboration (2nd and 4th Tuesday of each month) – Course-specific collaboration to facilitate planning for instruction and learning at the course or subject level. Curriculum maps, instructional materials, and critical student data are reviewed here.
- Vertical Collaboration (3rd Tuesday of each month) – Subject areas share best practices and work on incorporating effective strategies and ensue there are common expectations across grade levels.

Electronic Articles of Incorporation For

THE PETERSON ACADEMY INC.

N23000001560
FILED
February 07, 2023
Sec. Of State
dlokeefe

The undersigned incorporator, for the purpose of forming a Florida not-for-profit corporation, hereby adopts the following Articles of Incorporation:

Article I

The name of the corporation is:

THE PETERSON ACADEMY INC.

Article II

The principal place of business address:

2272 SALT MRYTLE LANE
FLEMING ISLAND, FL. 32003

The mailing address of the corporation is:

2272 SALT MRYTLE LANE
FLEMING ISLAND, FL. 32003

Article III

The specific purpose for which this corporation is organized is:

MANAGE AND OVERSIGHT OF A CHARTER SCHOOL.

Article IV

The manner in which directors are elected or appointed is:

APPOINTMENT ESTABLISHED BY ESTABLISHERS

Article V

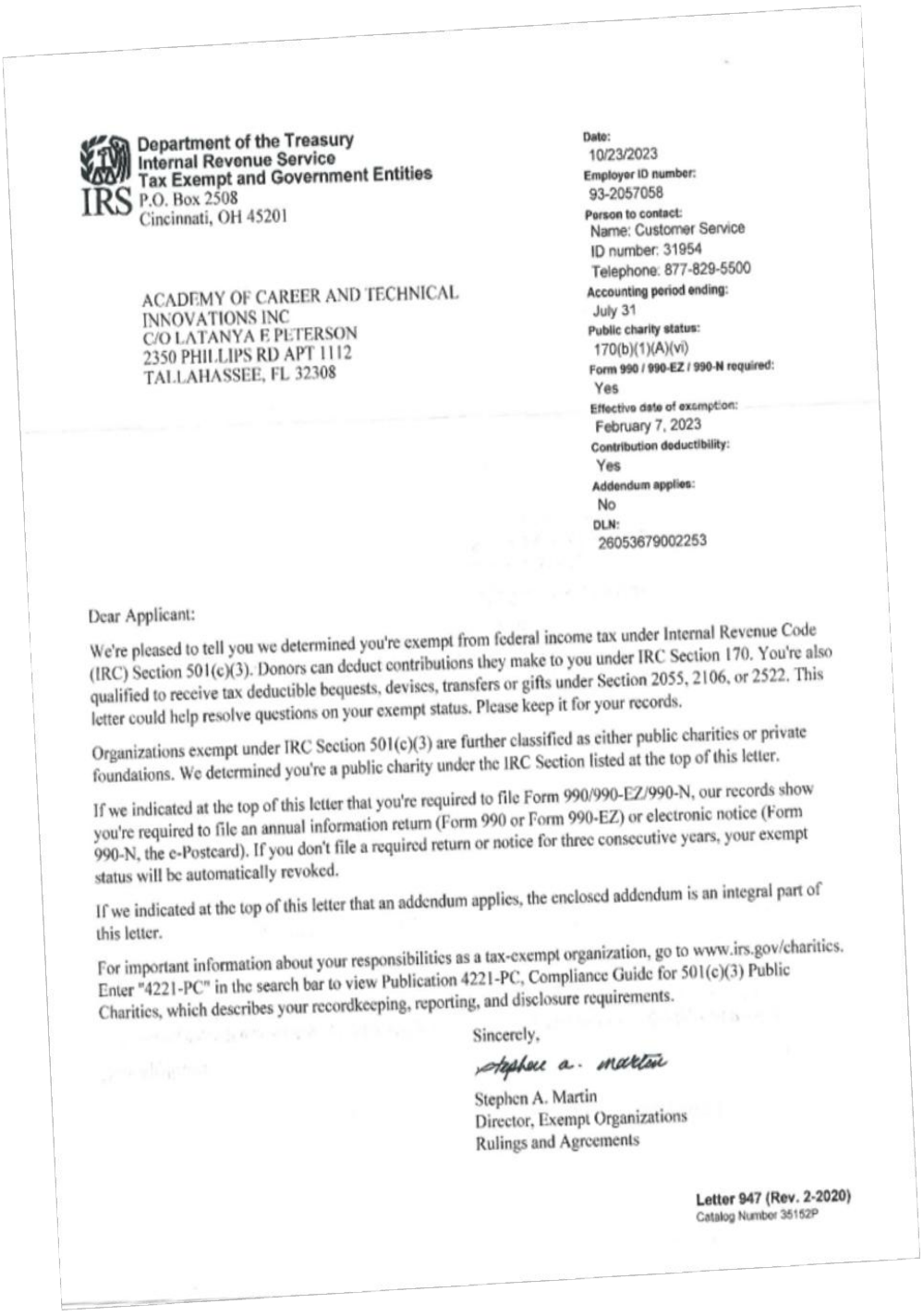
The name and Florida street address of the registered agent is:

LATANYA E PETERSON
2272 SALT MRYTLE LANE
FLEMING ISLAND, FL. 32003

I certify that I am familiar with and accept the responsibilities of registered agent.

Registered Agent Signature: LATANYA E. PETERSON

ATTACHMENT I: 501 (C) (3) TAX- EXEMPT DETERMINATION LETTER OR FILING FORM



Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
P.O. Box 2508
Cincinnati, OH 45201

Date:
10/23/2023
Employer ID number:
93-2057058
Person to contact:
Name: Customer Service
ID number: 31954
Telephone: 877-829-5500
Accounting period ending:
July 31
Public charity status:
170(b)(1)(A)(vi)
Form 990 / 990-EZ / 990-N required:
Yes
Effective date of exemption:
February 7, 2023
Contribution deductibility:
Yes
Addendum applies:
No
DLN:
26053679002253

ACADEMY OF CAREER AND TECHNICAL
INNOVATIONS INC
C/O LATANYA E PETERSON
2350 PHILLIPS RD APT 1112
TALLAHASSEE, FL 32308

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

stephen a. martin

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

Letter 947 (Rev. 2-2020)
Catalog Number 35152P

BYLAWS OF

ACADEMY OF CAREER AND TECHNICAL INNOVATIONS, INC.

ARTICLE I. General

Section 1. Name.

The name of the corporation is ACADEMY OF CAREER AND TECHNICAL INNOVATIONS, INC. It is hereinafter referred to as "the Corporation" or "Charter School."

Section 2. Address.

The Corporation's mailing address and principal place of business shall be set forth in the Articles of Incorporation or as otherwise established by the Board of Directors from time to time.

Section 3. Purposes.

The general purpose of this Corporation shall be to operate exclusively for charitable, educational, scientific, or literary purposes, and in furtherance of such goals is authorized to do any and all activities which it is empowered to do under these Articles provided, however, that nothing herein shall be construed as allowing any activities which would jeopardize the Corporation's tax-exempt status or otherwise be inconsistent with its classification as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended or replaced from time to time (the "Code") and its regulations as they now exist or may hereafter be amended, or as a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

The specific purpose for which the Corporation is formed is to establish, develop, maintain, improve, manage, and otherwise operate one or more public charter schools.

Section 4. Dedication of Assets and Dissolution.

The Corporation's assets are irrevocably dedicated to its public benefit purposes. 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 or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county

in which the principal office of the Corporation is then located, exclusively, as said court shall determine, for such purposes or to such organization or organizations which are organized and operated exclusively for charitable purposes, pursuant to Section 501(c)(3) of the Internal Revenue Code, or the corresponding provision in any future tax code.

Section 5. Non-discrimination.

The Corporation shall not discriminate on the basis of race, religion, national origin, gender, or age in either the hiring or other employment practices of the charter school or in its admission policies for students. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and upon the effective date of its first charter contract, regulations applicable to the operation of public charter schools in the State of Florida.

ARTICLE II. Members

The Corporation does not have any members.

ARTICLE III. Board of Directors

Section 1. Powers.

The direction and management of the affairs of the Corporation shall be vested in a Board of Directors. The Board's authority is policy-level and fiduciary; it does not manage day-to-day operations or direct staff individually, but delegates operational management to the Executive Director as provided in Section 18.

Section 2. Number.

The Board of Directors shall consist of a minimum of five (5) persons and no greater than seven (7) persons until changed by amendment of these Bylaws.

Section 3. Qualifications.

Any person may serve as a Board member for this corporation who has reached the age of majority of the State of Florida and who has been nominated to be a Board member by the Nominating Committee. Board members do not need to reside in the County in which the Corporation's principal office is located. So long as the Corporation's contract(s) for operation of a public charter school(s) is in effect, all Board members must meet the requirements in said contract, the approved Charter Application(s) and provisions of Florida Statutes and regulations pertaining to governing boards of charter schools.

Section 4. Term.

Board members shall be elected for three-year terms, except as otherwise provided for the initial Board members. Beginning in the first fiscal year the Corporation operates as a charter school, the initial Board members shall establish Board Classes by resolution to provide for Board terms to be staggered so that no more than approximately 1/3 of the Board shall be up for election in any year, unless a vacancy or vacancies need to be filled. The starting date and length of the terms of the initial Board members shall be as set forth in the Board Classes resolution.

Section 5. Election.

The names of the initial Board members are set forth in the Certificate of Incorporation. All successor Board members shall be elected by the Board of Directors at an election held each year at the annual meeting. The positions of those Board members whose terms have expired shall be open, nominations made by the Board members, and to be filled by those Board members eligible to vote. In the event of a tie to vote for a position, a second ballot will be cast for that position only, with only the tied candidates participating on the ballot. Should a second tie vote occur, a result shall be obtained by flipping a coin with the person whose name is earliest in the alphabet calling a coin side first. Newly elected Board members shall assume office at the first Board of Directors meeting following their election.

Section 6. Term Limits.

Board membership shall be limited to two consecutive three-year terms. Previous Board members shall be re-eligible for membership after a lapse of one year.

Section 7. Resignation and Removal.

A Board member may resign by submitting his or her resignation in writing to the Chair of the Board of Directors. A Board member may be removed for cause at a meeting of Board members by an affirmative vote of two-thirds of the full membership of the remaining Board of Directors. Board members being considered for removal shall receive at least two weeks' notice of such proposed action and shall have the opportunity to address the Board regarding such action prior to any vote on such removal.

Section 8. Annual Meeting.

An annual meeting of the Board of Directors for the election of Board members and such other business as may come before the meeting shall be held in May of each year or such other month in the year as designated by the Board. Prior written notice shall be given not less than 10 days of

the time, place, and purposes of the meeting. The meeting shall be held at the principal location of the Corporation, or such other place as shall be specified in the meeting notice.

Section 9. Regular Meetings.

Regular meetings of the Board of Directors shall be held at least once a quarter. For purposes of this Section, the Annual Meeting shall be considered a Regular Meeting. Timely notice of all such regular meetings shall be provided. After the effective date of the Corporation's first charter contract, at least two meetings of the Corporation shall be held each year in the county in which the charter school is located, and notices will be posted and provided as set forth in said charter contract and Florida law.

Section 10. Special Meetings.

Special meetings of the Board of Directors for any purpose or purposes may be called at any time by any member of the Board of Directors. Such meetings shall be held upon not less than two business days' notice given personally or by telephone, facsimile, or electronic. Such notice shall specify the time and place of the meeting. After the effective date of the Corporation's first charter contract, such notice will also be posted and provided as set forth in said charter contract and Florida law. Emergency meetings may be called by the Board Chair and held upon notice as required by law.

Section 11. Quorum.

A majority of the full number of Board members shall constitute a quorum of the Board for the transaction of business. Prior to the effective date of the Corporation's first charter contract, quorum may be established by attendance in person or electronically or virtually. After the effective date of any charter contract of the Corporation, quorum may be established by in-person attendance or by attendance through communications media technology in accordance with the requirements of Section 1002.33(9), Florida Statutes. When a quorum is present, a majority of the Board members present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by a charter contract, or by these Bylaws. Every act of a majority of the Board members present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors.

Section 12. Vacancies.

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.

The new member shall be elected to serve for the remainder of the vacating director's term as set forth in the Board Classes.

Section 13. Compensation.

Board members receive no payment for their services. With Board approval, Board members may be reimbursed for out-of-pocket expenses incurred on approved board business. Board members must present receipts for all such expenses, which shall be for the Board member only, and shall be itemized and documented. Such expenses must be approved by a motion of the Board prior to reimbursement of any such expenditure to the Board meeting. Each year, at the Annual Meeting, the Board of Directors may set a schedule of allowable charges for meals, lodging, and mileage expended on Board business, and in such event, reimbursements shall not exceed these limitations.

Section 14. Meeting Attendance.

Board members are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any Board member after such Board member's three unexcused, consecutive absences to ascertain the Board member's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Directors.

Section 15. Open Meetings.

So long as the Corporation's charter contract(s) 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 open and accessible to the public, noticed and conducted in accordance with the Florida Sunshine Act (Section 286.011, Florida Statutes). Meetings of the Board shall not be closed to the public except as specifically permitted by the Florida Sunshine Act and with prior consultation with legal counsel. The Corporation will establish a policy governing public comment and input in accordance with Florida law.

Section 16. Voting by Unanimous Written Consent and by Proxy.

Prior to the effective date of the Corporation's first charter contract, voting by the Board by unanimous written consent is permitted in accordance with Chapter 617, Florida Statutes. Prior to such date, voting by proxy is also permitted with the provision of a written notice of such proxy to the Secretary of the Board prior to the meeting at which such proxy may be exercised. After the effective date of the Corporation's first charter contract, voting by any written consent or proxy is prohibited.

Section 17. Parent Representative and Principal Attendance.

So long as the Corporation's charter contract(s) remains in effect, the Board must appoint a parent representative to facilitate parental involvement and resolve disputes. The parent representative must reside in the county in which the charter school is located and may be a member of the Board, charter school employee or individual contracted to represent the Board. If the Board oversees more than one (1) school in the school district, then a separate parent representative must be appointed for each school. After the effective date of the Corporation's charter contract(s), the parent representative and the principal (or the Executive Director or his or her designee) must attend meetings of the Corporation in person.

Section 18. Executive Director.

The Board of Directors shall employ an Executive Director, who shall serve as the chief executive of the charter school's operations and report directly to the Board of Directors. The Executive Director is the Board's sole direct employee report. The Board shall hire, evaluate, and, when warranted, remove the Executive Director, and delegate day-to-day management of the school to the Executive Director.

The Principal and all other employees and contractors of the Corporation report to the Executive Director or his or her designee, and not directly to the Board. The Principal serves as the instructional and site leader of the school under the supervision of the Executive Director. The Board exercises its authority over operations through the Executive Director and through its policies and does not supervise the Principal or other staff individually.

ARTICLE IV. Committees

Section 1. Establishment; Membership; Terms.

The Board of Directors may establish and appoint members to such standing committees and/or ad hoc committees as it thinks necessary for the effective governing of the Corporation. The permitted activities and scope of each such committee shall be established by the Board at the inception of each such committee and may be amended by the Board from time to time. A committee may be made up of Board members and non-Board members; non-Board committee members serve in a non-voting, advisory capacity, and all committee recommendations are subject to approval by the full Board. Committee member terms shall be established upon appointment and shall be one year or less. Committee terms may be renewed. The Board shall appoint a chair for each committee unless otherwise provided in these Bylaws.

Section 2. Nominating Committee.

The Board of Directors shall appoint a Nominating Committee to recommend candidates to fill any vacancies on the Board of Directors. The Nominating Committee will be considered a standing committee.

Section 3. Finance and Audit Committee.

The Board of Directors shall appoint a Finance and Audit Committee which will be chaired by the Treasurer. The Finance and Audit Committee will be considered a standing committee. It will prepare an annual budget for consideration and approval by the Board and will perform such other duties as identified by the Board, which may include audit oversight.

Section 4. Open Meetings.

So long as the Corporation's contract for operation of a public charter school remains in effect, any Standing or Ad Hoc Committees subject to the Florida Sunshine Act (Section 286.011, Florida Statutes) will be noticed and conducted in accordance with such Act.

ARTICLE V. Officers

Section 1. Titles.

The Officers of the Corporation are Chair, Vice Chair, a Secretary, and a Treasurer. The Board of Directors may create such other officer positions as it thinks necessary. Each officer in position shall have its duties and responsibilities specified and included in these Bylaws. Officers may hold more than one position at the same time.

Section 2. Election.

The Officers shall be elected from among the Board of Directors at each annual meeting of the Board members and shall serve for one year and until their successors are elected and qualified.

Section 3. Terms.

Officers may serve for as long as the Board of Directors choose to reelect him/her, with their respective terms as Board members.

Section 4. Duties.

Officers shall have the duties and responsibilities belonging to their office, including those that follow.

(a) Chair.

The Chair shall be the chief executive officer of the Corporation, responsible, along with his/her fellow Board members, for the oversight of its business and affairs. The office of Chair is a volunteer governing office and is distinct from the Executive Director, who serves as the chief executive of the school's day-to-day operations as an employee of the Corporation under Article III, Section 18. The Chair shall preside at all meetings of the Board. The Chair shall have full and equal vote as accorded to all Board members. The Chair may enter and execute in the name of the Corporation contracts or other instruments that are authorized by the Board of Directors. The Chair may delegate, as needed, to any other officer any or all the duties of the office of Chair. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these Bylaws.

(b) Vice Chair.

The Vice Chair shall have such duties and responsibilities as may be delegated to him/her by the Chair. The Vice Chair shall have full and equal vote as agreed to all Board members. In the absence of the Chair, the Vice Chair shall perform all the duties of the Chair and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the Chair, including presiding at meetings of the Board of Directors. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these Bylaws.

(c) Secretary.

The Secretary shall cause notices of all meetings to be served to all members of the Board of Directors and the Executive Director and shall keep or cause to be kept the minutes of all meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted on by the Board and noted in the minutes of the instant meeting. The Secretary shall keep the Seal of the Corporation. He/she shall have such other powers and duties as may be prescribed by the Board or by these Bylaws.

(d) Treasurer.

The Treasurer shall be the chief financial officer of the Corporation and shall have oversight of the Business Administrator as that employee takes responsibility of the financial records, investments, and other evidence of school properties and assets. The Treasurer shall ensure that the Business Administrator keeps regular books of account for the Corporation that set out business transactions of the Corporation, such books to be always open to inspection at their place of keeping to the Board member or as otherwise required by law or charter contract. The Treasurer shall be the chair of the Finance and Audit Committee, which shall prepare an annual

budget, in consultation with the Executive Director, for the consideration and approval of the Board of Directors.

Section 5. Resignation and Removal.

An officer may resign by submitting his or her resignation in writing to the Chair of the Board of Directors. Any officer may be removed from office, with cause, by the affirmative vote of two-thirds of the full membership of the Board of Directors at any regular meeting or special meeting called for that purpose. Any officer proposed to be removed for cause shall be entitled to at least five business days' notice in writing by mail of the meeting of the Board of Directors at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Board of Directors at such meeting.

Section 6. Compensation.

Directors who serve as officers shall not receive any compensation for their services.

ARTICLE VI. Fiscal Year and Check Signing

Section 1. Fiscal Year.

The fiscal year of the Corporation shall be July 1st to June 30th.

Section 2. Check Signing.

The Chair and the Executive Director are authorized to sign checks for the Corporation. The Corporation may authorize other persons to sign checks by written resolution adopted by a majority of a quorum of the Board. The Board of Directors shall establish a policy setting for the amount above which checks must have two signatures.

ARTICLE VII. Amendments to Bylaws

The Board of Directors shall have the power to make, amend, or repeal the Bylaws of the Corporation, either in whole or in part. The Bylaws may be amended at any regular meeting of the Board of Directors, or any special meeting called for that purpose. Written notice stating the time and location of the regular meeting or special meeting must be given to all Board members not less than ten (10) days prior to the meeting at which such change(s) shall be proposed and voted upon. Any change shall require the approval by a two-thirds (2/3rds) vote of the full membership of the Board.

ARTICLE VIII. Additional Provisions

Section 1. Indemnification of Officers and Board Members.

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 all liabilities of the Directors and Officers arising from their relationships with the Corporation in any and all capacities. 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. A Board member or officer shall not be personally liable to the Corporation for damages for breach of any duty owed to the Corporation, its beneficiaries, or its Board of Directors, except that nothing contained herein shall relieve a Board member or officer from liability for breach of a duty based on an act of omission: (a) in breach of such person's duty of loyalty to the Corporation; (b) not in good faith or involving a knowing violation of law; or (c) resulting in receipt of an improper personal benefit.

Section 2. Insurance.

The Board of Directors shall provide for the liability and other forms of insurance considered to be necessary and prudent as protection against possible claims.

Section 3. Audit.

At the close of the first fiscal year of charter school operation, the accounts of the Corporation shall be audited by an independent auditor, who meets the requirements set forth in Florida law for auditors of charter schools and who has expertise in accounting of tax-exempt organizations generally. The auditor shall be selected in accordance with the procedures required by law. The audit shall be done in compliance with Florida Statutes governing charter schools and with all applicable state and federal laws controlling non-profit tax-exempt corporations. Copies of the audit shall be provided to agencies in accordance with legal requirements.

These Bylaws were originally adopted by a 2/3 majority of the Board of Directors at its meeting held on July 12, 2023, and were amended by a 2/3 majority of the Board of Directors at its meeting held on __May 15, 2026.

DocuSigned by:
LATOSHIA HALL
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Latoshia Hall, Board Secretary

GOVERNING BOARD CODE OF ETHICS, CONFLICT OF INTEREST,

AND ANTI-NEPOTISM POLICY

OF

ACADEMY OF CAREER AND TECHNICAL INNOVATIONS, INC.

Adopted and Effective: July 12, 2023

Article 1

Replacement of Prior Policies; Purpose

The following Code of Ethics, Conflict of Interest, and Anti-Nepotism Policy of Academy of Career and Technical Innovations, Inc. (the "Organization" or "Charter School") is intended to supersede and replace all prior conflict of interest policies of the Organization. This Policy serves as the Governing Board's Code of Ethics and incorporates the Board's conflict of interest provisions and its anti-nepotism provisions (Articles 7 through 9). The purpose of this Policy is to protect this tax-exempt Organization's interest when it is contemplating entering 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.

All written or verbal disclosures of Financial or Other Interests shall be made a formal part of the minutes of the Board. If 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 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 acting, 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 way 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 minimums 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 of 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 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 of goods or services, at a price and upon terms available to similarly situated members of the 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 to 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 the Board. Under some circumstances, Florida law does not allow a governing board member to be excluded from a vote to cure a Conflict of Interest. In such a case, where 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 Article 4, above. With respect to any transaction or

arrangement regarding 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 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 from 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 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 that 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, Dean of Students/ Upper School Dean, 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, Dean of Students/ Upper School Dean 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 If 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 advocates for the employment or advancement of such employees. 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 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 to regain eligibility as a director.

10.2 Pursuant to Section 1002.33(12)(g), Florida Statutes, each director of the governing board shall undergo fingerprinting and background screening no later than thirty (30) days following final appointment to the governing 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 director, principal officer, and member of a committee with governing board delegated powers 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;

11.1.4 Understands the Organization is charitable and 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 currently 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 length bargaining.

12.1.2 Whether transactions or arrangements entered 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 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 Code of Ethics, Conflict of Interest, and Anti-Nepotism Policy for Academy of Career and Technical Innovations, Inc., was originally adopted by a majority vote of a quorum of the Governing Board of Directors at a duly noticed meeting held on July 12, 2023, and was amended and restated by the Governing Board of Directors at a duly noticed meeting held on __May 15, 2026.

DocuSigned by:
LATOSHIA HALL
455BA9A7FB1A4EF...

Latoshia Hall, Board Secretary

ATTACHMENT L: GOVERNING BOARD MEMBER SUPPORTING DOCUMENTS

EXHIBIT A
WRITTEN AFFIRMATION BY GOVERNING BOARD OR COMMITTEE MEMBER ACADEMY OF CAREER AND TECHNICAL INNOVATIONS, INC.

This written affirmation is provided in accordance with the Conflict-of-Interest Policy of Academy of Career and Technical Innovations, Inc., ("Organization") adopted and effective as of July 12, 2023 ("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 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: Isaac Brohinsky
IsaacBrohinsky(Jul 12,202312:50EDT)

Title and Office: Treasurer

Date: July 12, 2023

EXHIBIT A
WRITTEN AFFIRMATION BY GOVERNING BOARD OR COMMITTEE MEMBER ACADEMY OF CAREER AND TECHNICAL INNOVATIONS, INC.

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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 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: Nicole Carroll

Title and Office: Board Chair

Date: July 12, 2023

Signature: 

Email: nicole.carroll@landmarktitleinsurance.com

EXHIBIT A
WRITTEN AFFIRMATION BY GOVERNING BOARD OR COMMITTEE MEMBER ACADEMY OF CAREER AND TECHNICAL INNOVATIONS, INC.

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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 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: Kevin Grant
KevinGrant(Jul12,202310:34EDT)

Title and Office: Vice Chair

Date: July 12, 2023

EXHIBIT A
WRITTEN AFFIRMATION BY GOVERNING BOARD OR COMMITTEE MEMBER ACADEMY OF CAREER AND TECHNICAL INNOVATIONS, INC.

This written affirmation is provided in accordance with the Conflict-of-Interest Policy of Academy of Career and Technical Innovations, Inc., ("Organization") adopted and effective as of July 12, 2023 ("Policy"). In accordance with the Policy, by my signature below, I hereby affirm the following:

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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 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: Latoshia Hall

Title and Office: Board Member

Date: July 12, 2023

EXHIBIT A
WRITTEN AFFIRMATION BY GOVERNING BOARD OR COMMITTEE MEMBER ACADEMY OF CAREER AND TECHNICAL INNOVATIONS, INC.

This written affirmation is provided in accordance with the Conflict-of-Interest Policy of Academy of Career and Technical Innovations, Inc., ("Organization") adopted and effective as of July 12, 2023 ("Policy"). In accordance with the Policy, by my signature below, I hereby affirm the following:

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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 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: Jonathan Watts

Title and Office: Board Member

Date: July 12, 2023

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: Academy of Career and Technical Innovations

2. Full name: Jonathan Lee Watts

Home Address: 2299 Keaton Chase Dr Fleming Island, FL 32003

Business Name and Address: Bumble Bee Blinds of Fleming Island Same as Home address

Phone Number: 904-909-9494

E-mail address: bb169@bumblebeeblinds.com

☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
☐ Yes ☒ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school? **Commitment to community and youth development, Shaping Workforce readiness, strengthening local economic development, personal fulfillment and legacy building.**

6. What is your understanding of the appropriate role of a public charter school board member? **Governance and oversight, fiscal responsibility, community engagement, advocacy, strategic planning and ethical stewardship.**

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.

Demonstrated success in P&L responsibility, governance participation, and organizational transformation. Recognized for high-integrity leadership, stakeholder collaboration, and building performance-driven teams. Currently serves as Owner/Operator of Bumble Bee Blinds and Licensed Realtor at Anchor Realty, with deep roots in Northeast Florida's economic and civic landscape.

8. Describe the specific knowledge and experience that you would bring to the board.

I am an experienced business leader and strategic advisor with over two decades of progressive leadership in sales, operations, and market development across diverse sectors, including commercial equipment, real estate, and specialty services.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

   The mission is based on 4 key concepts- Career & technical excellence, Workforce readiness, innovative instruction and social responsibility. The main guiding beliefs are education should be purpose driven, every student has the ability to be a leader and partnerships with the community are vital.

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

   ACTI will be offering CTE pathways that are not currently being offered in CCPS, student centered learning, workforce partnerships, real world relevance and social responsibility.

3. What do you believe to be the characteristics of a successful school?

   There are many characteristics of a successful school, however I believe that several stand out prominently; empowered leadership, engaging instruction, culture of support with high expectations, strong community engagement and a focus on the whole child.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

   As a board member, my role in monitoring progress is about staying strategic, informed, and proactive. Ensuring that the school stays accountable and on mission.

5. What do you see as your role regarding the school leaders?

   My relationship with school leadership is grounded in strategic support, oversight, and trust; empower leadership to lead effectively while holding them accountable to the school's mission, goals, and ethical standards.

Governance

1. Describe the role that the board will play in the school's operation.

   My primary responsibility is to ensure that the school fulfills its mission, remains fiscally and academically accountable, and operates in compliance with applicable laws and charter agreements.

2. How will you know if the school is successful at the end of the first year of operation?

   I will evaluate the school's success by looking at a combination of academic outcomes, operational stability, workforce integration, and school culture. In the first year, it's about establishing a strong foundation that reflects the school's mission and positions it for long-term impact.

3. How will you know at the end of four years of the school is successful?
ACTI should not only be functioning smoothly—it should be thriving as a respected leader in career and technical education. Success at this stage means the school is consistently delivering on its mission to educate, inspire, and empower students through meaningful academic, technical, and leadership opportunities.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Establish clear, measurable & attainable goals, support strong school leadership, monitor academic progress, maintain fiscal oversight and operational stability, foster strong community relationships and ensure strong board governance.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
If I believed that one or more members of the board were acting unethically or contrary to the best interests of the school, I would respond with a balance of professionalism, transparency, and adherence to due process. I would clarify the facts, review relevant policies, address the matter privately, bring to the Board Chair, support corrective action and be guided by what is in the best interest of the students, staff and community.

6. If your school intends to contract with a third-party ESP:
I am unaware if ACTI will be contracting with a 3rd party ESP, and will learn more about this detail.

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 ☒ ~~Yes~~ NO

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Jonathan Watts

Jonathan Watts — 4/28/25

Signature *Date*

Jonathan Lee Watts

Fleming Island, FL | 904-909-9494 | Jwatts@bumblebeeblinds.com
LinkedIn: www.linkedin.com/in/jonathan-watts-893aa39 | Bumble Bee Blinds of Fleming Island | Anchor Realty

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Board Candidate Profile

Experienced business leader and strategic advisor with over two decades of progressive leadership in sales, operations, and market development across diverse sectors, including commercial equipment, real estate, and specialty services. Demonstrated success in P&L responsibility, governance participation, and organizational transformation. Recognized for high-integrity leadership, stakeholder collaboration, and building performance-driven teams. Currently serves as Owner/Operator of Bumble Bee Blinds and Licensed Realtor at Anchor Realty, with deep roots in Northeast Florida's economic and civic landscape.

Board Experience & Civic Engagement

- **Clay County Chamber of Commerce** – Current Member and Former Business Development Board Member
- **Clay County Cattlemen's Association** – Former Board Member
- **Middleburg High School's Academy of Agri-science** – Former Advisory Board Member
- **Northeast Florida Home Builders Association** – Current Member
- **Northeast Florida Association of Realtors** – Current Member
- **St. Augustine and St. Johns County Board of Realtors** – Current Member

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Key Competencies

- Corporate Governance & Board Advisory
- Strategic Planning & Execution
- P&L Management & Financial Oversight
- Sales Leadership & Dealer Development
- Operational Excellence & Change Management

- Community & Stakeholder Engagement
- Real Estate & Commercial Development

Professional Experience

Owner / Operator
Bumble Bee Blinds of Fleming Island – Present
Launched and currently lead a growing franchise operation focused on custom window treatments. Responsible for all business development, financial oversight, vendor partnerships, and customer satisfaction strategies.

Licensed Realtor
Anchor Realty of Florida – Present
Serve buyers and sellers across Clay, Duval, St. Johns, and Nassau counties. Specialize in first-time home buyers and clients transitioning to larger homes. Strong focus on community-oriented service and high-trust relationships.

Area Manager
Bad Boy Mowers | *2018–2024*

- Developed and executed go-to-market programs that increased market share and dealer engagement
- Created and pitched programs to senior leadership including Demo, Momentum, and Fleet initiatives
- Mentored dealer network on profitability, marketing, and customer retention

Regional Sales Manager
Yanmar America | *2015–2018*

- Led Southeastern U.S. dealer growth and territory expansion
- Participated on marketing strategy team to increase attachment unit sales
- Delivered accurate forecasts and training programs to enhance dealer performance

Area Sales Manager
The Way, Inc. | *2013–2015*

- Managed key pulp and paper industry clients in a strategic territory development role

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: Academy of Career and Technical Innovations, Inc.

2. Full name: Issac J. Brohinsky

   Home Address: 2437 Ormsby Cir. E., Jacksonville, Fl. 32210

   Business Name and Address: Financial Solution Advisors, PLLC

   Phone Number: 904-296-2024

   E-mail address: Issac@fsacpas.com

☑ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation. If yes, explain.
   ☐ Yes ☑ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
   ☐ Yes ☑ No

5. Why do you wish to serve on the board of the proposed charter school?

I am eager to serve to serve on this board as I believe this institution will have a profound impact on the students that attend. For most, traditional education does a satisfactory job of preparing our youth for higher education. However, I believe that traditional education is not a fit for every student, especially those who do not have the desire pursue post-secondary education. This institution represents hope for those non-traditional students and provides them a unique opportunity unlike anything else.

6. What is your understanding of the appropriate role of a public charter school board member?

As a board member, I will be tasked with providing strategic guidance to the leadership team. As a Certified Public Accountant with a rich and diverse history of providing consultative services to individuals and business, I am well-suited to advise on the business operations. In addition to providing operational guidance, it will also be my responsibility to help educate community stakeholders on the importance of non-traditional methods of education. That includes with local centers of influence, policy makers, and other local education officials to help the program thrive over time.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have had the privilege to serve on the Board of Foundation of Strength Inc. which is a non-profit that helps teens and young adults who face challenges including Downs Syndrome and Autism. I also served as a member of a financial advisory counsel for Harvest Community School in Jacksonville. We assisted them with

accounting cleanup, relevant financial analytics, and recommendations for corporate structure and revenue generation.

8. Describe the specific knowledge and experience that you would bring to the board. Certified Public Accountants can be great assets to non-profit board due to their exceptional expertise in financial matters. To be successful, organizations (for profit & not-for-profit) must have a clear understanding of their balance sheets, income statements, and other financial statements that help understand their current financial position. Additionally, our firm, Financial Solutions Advisors, specializes in working with non-profit entities. This experience in the space will prove to be invaluable as the school commences operations.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? My understanding is that ACTI seeks to help students that may not have the desire to pursue post-secondary education at first but maybe later in their career. The school will also help students who have a passion for a particular vocation to begin developing those skills and passions at a young age. With this in mind, the school will help students obtain credentials or professional licenses that will allow them to enter the workforce with invaluable experience.
2. What is your understanding of the school's proposed educational program? My understanding is that the education will revolve around a particular area of focus, chosen by the student and their family. Students will be asked to choose a particular path early in their educational journey. From here, the Academy of Career and Technical Innovation will help these students obtain the necessary experience, qualifications, and/or licenses to excel after graduation. The school will also work with businesses in the community to help students network and gain real world experience through internship and apprenticeship programs.
3. What do you believe to be the characteristics of a successful school? I believe a successful school is an entity that adequately prepares all students for their next chapter in life. For some, that means higher education. For others, that means joining the labor force with knowledge and certification. The Academy of Career and Technical Innovation will help students enter the workforce with a higher level of preparation for the vocational field they are passionate about.
4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives? As a CPA, I have a deep understanding of key performance indicators (KPIs) and how these elements can elevate the progress of any entity. In my role, I plan on working with the leadership team to help develop the appropriate KPIs based on the short, intermediate, and long-term goals of ACTI.
5. What do you see as your role regarding the school leaders? To provide accountability to the organizations mission but also act in a consultative capacity on matters pertaining to operations.

Governance

1. Describe the role that the board will play in the school's operation. From my perspective, I believe the board should provide guidance on strategic planning, accountability to the mission, accountability to the students, and appropriate financial oversight.
2. How will you know if the school is successful at the end of the first year of operation? Future success starts with setting the right goals. These goals will revolve around enrollment, attracting the right academic talent, academic performance, creating a culture that sparks curiosity in the minds of the students, parents' satisfaction, and community engagement. Creating a balanced score card to help monitor progress in each of these areas will help the leadership and the board determine success at the end of the first year.

3. How will you know at the end of four years of the school is successful? Similar to the responses cataloged above, seeing progress in each of the area mentioned should help determine if the school is trending in the right direction. I expect each year to bring new challenges and new opportunities. Success, in my opinion, is how we address those challenges and capitalize on those opportunities.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? A detailed community engagement plan is the key to ACTI's success. Local and regional employers must be adequately educated on what ACTI is doing to help prepare the next generation of workers. In return, this will help create more opportunities for ACTI graduates.
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? Unethical behavior ultimately impacts the students. These types of situations must be brought to the attention of ACTI's leadership as soon as they are uncovered. It is then the responsibility of the board and board members individually to investigate and act in the best interests of the students.
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.

We meet with the ESP as a group and was able to determine that the passion for the project and fortitude is what we need as a Board, understanding contract language, we wanted to ensure that the ESP is a direct report to the Board in ensuring the mission and vision of the school is carried out. I meet with the ESP to discuss and evaluate the scope of work and an understanding of my role as a Board member.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
☐ Yes ☑ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Isaac Brahinsky

Signature

7/26/23
Date

BIO/RESUME

Isaac J Brohinsky, CPA/PFS, M.Acc, M.Div
2437 Ormsby Cir E
Jacksonville, FL 32210

I began my professional accounting career with Financial Solution Advisors, LLC (FSA) in April, 2005. At the time, the company was Joel C Chamberlain, CPA. Subsequentially, I earned my Bachelors of Administration, Masters of Divinity, and Masters of Accounting. I became a Certified Public Accountant in 2018. By that time I had already become a partner with FSA. In 2021, I became a founding member, partner, and president of Financial Independence Advisors, LLC (FIA). I continue in this position to this day, along with my duties as a partner of FSA.

In 2018, I joined a small group of other CPAs and financial professionals to form a volunteer financial advisory committee for Harvest Community School. We volunteered over 100 hours throughout the year providing financial management consulting, recommendations for increasing revenue, accounting cleanup, cash flow projections, and budgeting.

Currently, I serve as the treasurer for The Foundation of Strength, which is a non-profit dedicated to helping teens and young adults with Downs Syndrome and Autism. We have had athletes involved in the program compete on the local and state level in the Special Olympics. I also serve on the Elder board of Westside Chapel.

Financial Solution Advisors, LLC **2005 – Present**
Partner

- Business consulting
- Outsourced CFO services
- Tax planning and review
- Individual financial planning
- Analytics and dashboard design
- Financial statement prep and review
- Team management
- Firm direction

Financial Independence Advisors, LLC **2021 – Present**
Partner, President, Chief Compliance Officer

- Personal financial planning
- Retirement plan administration
- Wealth management
- Compliance
- Firm direction
- Budgeting and cash flow

Word of Life Bible Institute **2003 - 2005**
Office Manager

- Customer relations
- Accounting
- Team management

Volunteer Work

- Foundation of Strength – Treasurer 2019 - Present
- Westside Chapel – Elder Board 2019 - Present
- Harvest Community School – Financial Consulting 2018 - 2019

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve **Academy of Career and Technical Innovations, Inc.**

2. Full name **Nicole Carroll**

   Home Address **86183 Meadowfield Bluffs Road, Yulee, Fl. 32097**

   Business Name and Address _____

   Phone Number **908-625-4587**

   E-mail address nikisands3@hotmail.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

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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

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5. Why do you wish to serve on the board of the proposed charter school?
   To make a difference and share my expertise.
6. What is your understanding of the appropriate role of a public charter school board member?
   I have been on boards before and if similar it is to review proposed changes, agenda, fiscal responsibilities and to decide what is in the best interest for all involved.
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 following: American Lung Association, NEFAR SW Council, WCR, MBA, FAMP, Mary Queen of Heaven Catholic Church Council Member, Somerset County Committee Member (elected)
8. Describe the specific knowledge and experience that you would bring to the board.
   Real Estate and business management experience and expertise.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   The school's mission is to provide children a head start in workforce development studies while in middle school and then as they move into high school.
2. What is your understanding of the school's proposed educational program?
   The educational program is to allow children access to career prep studies for specific certifications to better equip them for their career focus.
3. What do you believe to be the characteristics of a successful school?
   Enrichment of children and giving them the tools to succeed in life in by learning about their career passions through exploration.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?
   I would request to review all pertinent documents and make revisions where I see fit.
5. What do you see as your role regarding the school leaders?
   Working alongside them. I am comfortable being a leader, but I think the better approach is working together towards the same goal.

Governance

1. Describe the role that the board will play in the school's operation.
   It will serve as an oversight committee and is crucial to the operation of the school.
2. How will you know if the school is successful at the end of the first year of operation?
   Based on how many students excel and move on to a different grade or graduate.
3. How will you know at the end of four years of the school is successful?
   The graduation rate and number of students who can advance to acquiring a job in their field of certification.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   Make sure the children have the right curriculum and that the school is operating smoothly.
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 first address it with them and then our superior to let them know what is going on and address the matter.
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.

We meet with the ESP as a group and was able to determine that the passion for the project and fortitude is what we need as Board Chair, I understand contract language, contracting the ESP is a direct report to the Board in ensuring the mission and vision of the school is carried out.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Wes Carroll

Signature _____ Date 6/10/23

Nicole Carroll, MBA
86183 Meadowfield Bluffs Road, Yulee, FL 32097
nikisands3@hotmail.com · 908-625-4587 | 904-372-3181
US Citizen · No Veterans Preference

QUALIFICATIONS SUMMARY

Visionary marketing and business development leader with over 15 years of experience in securing highly sought after clients in real estate industry. History of actively identifying trends and leveraging data to develop creative, customized marketing strategies that attract long-term and productive clients. Proven track record of driving innovative engagement strategies that ensure a high-touch experience. Community-engaged leader who seeks to join committees and serve public in various capacities.

PROFESSIONAL EXPERIENCE

Landmark Title, Jacksonville, FL, USA. Hours/Week: 40-50.

Business Development (March 2019 to Present)

Related Competencies: Collaboration, Negotiation, Critical Thinking, Liaising, Creative Problem Solving, Decision Making, Presentation Skills, New Market Penetration, Relationship Building, Lobbying, Nonprofit, Event Planning, Fundraising, Political Relationships

Build and maintain pipeline of productive prospects while facilitating communication and outreach, ultimately securing new clients. Coordinate events to expand company reach by securing key speakers, promoting event, ensuring compliance, organizing facilities, and hiring third-party service providers.

- Currently generating over $1.5 million annually in sales.
- Oversee and facilitate an average of 150 closings per month.
- Won multiple awards in the industry for philanthropy and outstanding work
- Executive Director of Companies non profit

Trademark Title, Middleburg, FL, USA. Hours/Week: 30-40.

Marketing Specialist (March 2016 to March 2019)

Related Competencies: Social Media Marketing, Brand Identity, Digital Marketing, Direct Marketing, Strategic Planning, Email Marketing, Outreach, Market Research, Media Relations, Public Engagement, Internal Communications

Optimized lifecycle marketing programs across all social media channels. Collaborated with internal and external teams to develop strategies in alternative communication approaches based on relationship marketing, digital interfaces, and live communication. Organized key meetings between relators, mortgage companies, and building contractors to optimize marketing initiatives.

- Grew company revenue by $100K year over year.

BJRA, LLC; B-BROOK, LLC, Hillsborough, NJ, USA. Supervisor: Diane Abaid 908-420-0185. Hours/Week: 40-50.

Vice President (December 2009 to August 2014)

Related Competencies: Cost Analysis and Reduction, Strategic Planning/Implementation, Cash-flow Management, Regulatory Compliance, Staff Leadership, Public Relations

Served as property manager for several real estate companies, including oversight of multimillion-dollar properties. Improved marketing and public relations initiatives to secure new, reliable tenants. Resolved tenant concerns and scheduled timely repairs and improvements with contractors.

- Supervised team of four employees through hiring, onboarding, and performance evaluations.
- Cultivated productive tenant relationships, leading to high occupancy rates (from 50% to nearly 100%), minimal turnover, and renewal of long-term leases.
- Led building development plan to construct and sell 200+ unit property.

Additional Experience:

- **Freelance Writer** (Feb 2013 to Present) ▪ Various Publications, Middleburg, FL, USA.
- **Constituent Services Intern** (Aug 2017 to Feb 2018) ▪ Congressman Ted Yoho, District 3, FL, USA.

EDUCATIONAL BACKGROUND

MBA in Political Management (2017) ▪ George Washington University – Washington, DC 20052
Bachelor of Science in Political Science ▪ Ashford University – San Diego, CA 92123
Graduated Magna Cum Laude | Minored in Business Administration
Licensures
Notary Public | Licensed Title Agent

PROFESSIONAL/COMMUNITY ASSOCIATIONS

State/Federal PAC Director, Florida Association of Mortgage Professionals
President, Jacksonville George Washington University Alumni Association
Membership Coordinator (2020-2021) | Strategic Partner Director (2019-2020), Women's Council of Realtors
Former Board Member, American Lung Association
Member, Northeast Florida Association of Realtors
Former Vice President, Foxmeadow Estates Civic Association
Former Elected County Committeewoman, Somerset New Jersey (2012-2014)
Former Council Member, Mary Queen of Heaven

ADDITIONAL INFORMATION

Qualifications

Microsoft Office, Customer Relationship Management Systems, Speechwriting, Project Management, Data Analysis, Technical and Creative Writing, Budget Planning, Risk Management, Search Engine Optimization, Content Management Systems, Marketing Analytics, Compliance, Lobbying, Government Affairs,

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: Academy of Career and Technical Innovations, Inc.

2. Full name: Kevin Grant

   Home Address: 2729 Egret Walk Terr, Jacksonville, FL

   Business Name and Address:

   Phone Number: (904) 707-8744

   E-mail address: kevingrant47@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 Biscayne High School (current), Lone Star High School (current), SalTech Charter School (resigned 2017), Knots4Kids (current)

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? Seeking to continue my professional knowledge in the development and continuing service to assist in meeting the needs of students in their greatest capacity.

6. What is your understanding of the appropriate role of a public charter school board member? Provide guidance, oversight, direction in meeting the requirements, funding and leadership role it takes to make the charter schools successful.

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. Biscayne High School (current), Lone Star High School (current), SalTech Charter School (resigned 2017).

8. Describe the specific knowledge and experience that you would bring to the board. 25 plus years financial experience with school districts, municipalities, and corporate structured finances and debt.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? I have read with great detail and truly believe these are the guiding principals we should use to govern.

2. What is your understanding of the school's proposed educational program? I have read with great detail and believe the programs as structured provide a roadmap for delivering a quality education to any student.

3. What do you believe to be the characteristics of a successful school? Successfull setup structure, increasing yet stable enrollment, proper funding, and finally, results of adequate tracking of continued attendance for maintained enrollments and graduation rates.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives? As board members we should be bombarded with vitial information detailing all the activities of the school to review monthly in advance of board meeting to be armed with knowledge of all situtuations and the possibility of receiving answers to pertainent questions.

5. What do you see as your role regarding the school leaders? My goal is to add value in all areas but my expertise is in finance and operations, coupled with an overwhelming knowledge of auditing and compliance.

Governance

1. Describe the role that the board will play in the school's operation. The goal would be to successfully create, manage maintain a stable learning environment for students.

2. How will you know if the school is successful at the end of the first year of operation? See School Mission and Program Question 3.

3. How will you know at the end of four years of the school is successful? Attendance for maintained enrollments 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? Please see question 2.

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? The first steps would be to educate the members on what was perceived to be misconstrued. Then point out our policies in the governace documents on voting and decision making. Unethical actions would be noted and reported to all of the appropriate parties, with some course of action.

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.

   We meet with the ESP as a group and was able to determine that the passion for the project and fortitude is what we need as a Board, understanding contract language, we wanted to ensure that the ESP is a direct report to the Board in ensuring the mission and vision of the school is carried out. I meet with the ESP to discuss and evaluate the scope of work and an understanding of my role as a Board member.

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).
► *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.*
► *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, Dean of Students/ Upper School Dean, 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.
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: Kevin Grant



Signature

9/5/2023

Date

Kevin Grant has a professional background with 30 plus years in banking and finance experience with an emphasis in corporate and municipal finance, public administration, and consulting.

Kevin is the Finance Manager for the Jacksonville Police and Fire Pension Plan, where he is responsible for account, compliance procurement and property administration for the fund. Kevin served as Chief Financial Officer for the non-profit Fresh Ministries. Kevin was Finance Manager of the Regulatory Compliance department at the City of Jacksonville. At the City he strategically managed the finances for 4 divisions and the Director's office within the department. He was also the project manager for two federally funded energy conservation programs within the City. Kevin was previously employed by the City as a Senior Investment Analyst, managing the debt and investment portfolio and temporarily served as the Acting Treasurer for a period of six months. He has served as Vice President at First Union National Bank, Wachovia Bank and Wells Fargo Bank in their Corporate Trust divisions.

He earned a Bachelor of Science degree in Economics from Florida State University.

Active in the community, Kevin has served on the following boards: Knots4Kids, Inc., where his *Money Management* module has been well received by participants; and The School for Accelerated Learning and Technology (SALTech). Kevin was the owner and head coach of the Jax X Men, an amateur adult football team. In addition, he has served as linebackers coach, defensive back's coach and defensive coordinator for Creekside High School, Cedar Creek Christian Academy, Stanton College Preparatory and Robert E. Lee high schools. Kevin has participated with many other community organizations, such as Junior Achievement High School Business Consultants, Pop Warner football, the Police Athletic League football and Big Brothers/Sisters' BIGS-In Schools programs.

Kevin enjoys spending family time with four children. In his spare time, he is an avid fisherman and sports fan.

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: Academy of Career and Technical Inovations

2. Full name: LaToshia Hall

Home Address: 1413 Scenic Oaks Drive Orange Park , 32065

Business Name and Address: Powerhouse Realty Inc 1857 Wells Rd 213 Orange Park, FL 32207

Phone Number: 904-742-2011

E-mail address: buyorselljax@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

NAACP, Pine Castle

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-M11. 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?

After reading the vision and mission for the school I believe this is truly needed in our community.

6. What is your understanding of the appropriate role of a public charter school board member?

I will be there to provide governance and oversight and making sure the school adheres to the vision and mission.

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.

My leadership, collaborative approach, and proven ability to drive positive impact.

8. Describe the specific knowledge and experience that you would bring to the board.

With over 20 years of experience running a business, I bring a wealth of knowledge in strategic planning and literacy.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The core values stand out as it addresses every aspect of what is needed to be successful

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

I love how the students are given options for other career paths and able to be ready to embark even before graduation

3. What do you believe to be the characteristics of a successful school?

Having a clear mission and vision and having people on the team who align

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

Regular data review, financial report review, KPI's, and updates from leadership

5. What do you see as your role regarding the school leaders?

A proactive and collaborative member who will support the mission and leverage my experience to con

Governance

1. Describe the role that the board will play in the school's operation.

Policy development, hiring the right leadership, engaging the community

2. How will you know if the school is successful at the end of the first year of operation?

Academic performance as well as enrollment

3. How will you know at the end of four years of the school is successful?

Graduation rate, academic growth, the reputation in the community, and staff retention

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Set clear goals, community engagement, financial accountability, professional development

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 address them professionally after I have confimation,if that does not resolve I would go to the chair.

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.

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: LaToshia Hall



Signature

03/27/25

Date

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LaToshia S. Hall Bio

LaToshia S. Hall is a seasoned Real Estate Broker and Property Operations Manager based in Jacksonville, Florida, with over twenty years of experience in the real estate sector. Her extensive background includes specialization in acquisitions, property management, and regulatory compliance. LaToshia is adept at maintaining high standards of property quality and tenant satisfaction, ensuring all operations comply with federal, state, and local regulations.

A graduate of Florida State College at Jacksonville with an A.A. in Business Administration, LaToshia possesses deep expertise in market analysis and financial modeling, which she utilizes to guide strategic decision-making and investment viability. Her role at Powerhouse Realty Inc. as a Real Estate Broker and Acquisitions Manager involves directing the acquisition and disposition of commercial properties, focusing on regulatory compliance and enhancing tenant quality assurance. Her rigorous approach to due diligence and market analysis ensures each property aligns with stringent investment criteria.

LaToshia is known for her effective communication skills and strong focus on tenant relations, fostering a collaborative team environment, and delivering outstanding customer service. She is proficient in using advanced property management software like CoStar, LoopNet, and Salesforce, which supports her in streamlining operations, enhancing compliance tracking, and fostering data-driven decision-making.

In addition to her professional roles, LaToshia has contributed her expertise to nonprofit boards, including Pine Castle from 2018 to 2022 and the NAACP from 2016 to 2022, showcasing her commitment to community service and advocacy. She holds a Florida Real Estate Broker License and is a certified HUD Housing Counselor, further underscoring her qualifications and dedication to her field. LaToshia's leadership extends to mentoring junior brokers, emphasizing best practices, regulatory compliance, and professional development within the industry.

LATOSHIA S. HALL

PO Box 441231 | Jacksonville, Florida 32222 | (904) 742-2011 | buyorselljax@gmail.com|

PROFESSIONAL SUMMARY

Experienced Real Estate Broker and Property Operations Manager with 20+ years specializing in acquisitions, property management, and regulatory compliance. Skilled in maintaining property quality, tenant satisfaction, and operational efficiency while adhering to federal, state, and local regulations. Known for expertise in market analysis and financial modeling to guide strategic decision-making and ensure investment viability. An effective communicator with a strong focus on tenant relations, team collaboration, and delivering exceptional customer service. Proficient in property management software, including CoStar, LoopNet, and Salesforce, to streamline operations, enhance compliance tracking, and support data-driven insights.

EDUCATION

Florida State College at Jacksonville, Jacksonville, Florida

A.A., Business Administration, May 1999

EXPERIENCE

Powerhouse Realty Inc., Jacksonville, Florida

Real Estate Broke and Acquisitions Manager July 2010 – Current Directed acquisition and disposition of commercial properties with a strong focus on regulatory compliance and tenant quality assurance. Conducted thorough due diligence and market analysis to confirm property viability, ensuring compliance and alignment with investment standards. Negotiated contracts and leases that adhered to federal, state, and local regulations, safeguarding the interests of both clients and tenants. Built and maintained a broad network of industry contacts to support compliance, tenant satisfaction, and overall operational success. Additionally, mentoring junior brokers on best practices, regulatory requirements, and compliance processes, contributing to team-wide quality improvements.

Nonprofit Board Experience

Pine Castle 2018-2022

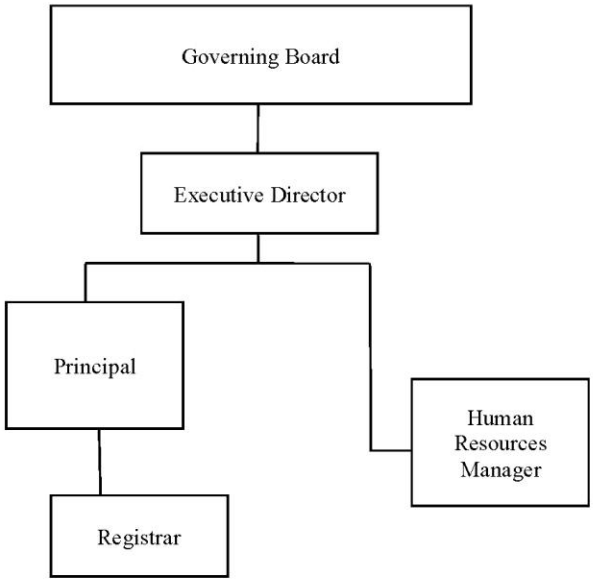
NAACP 2016-2022

CERTIFICATIONS AND LICENSES

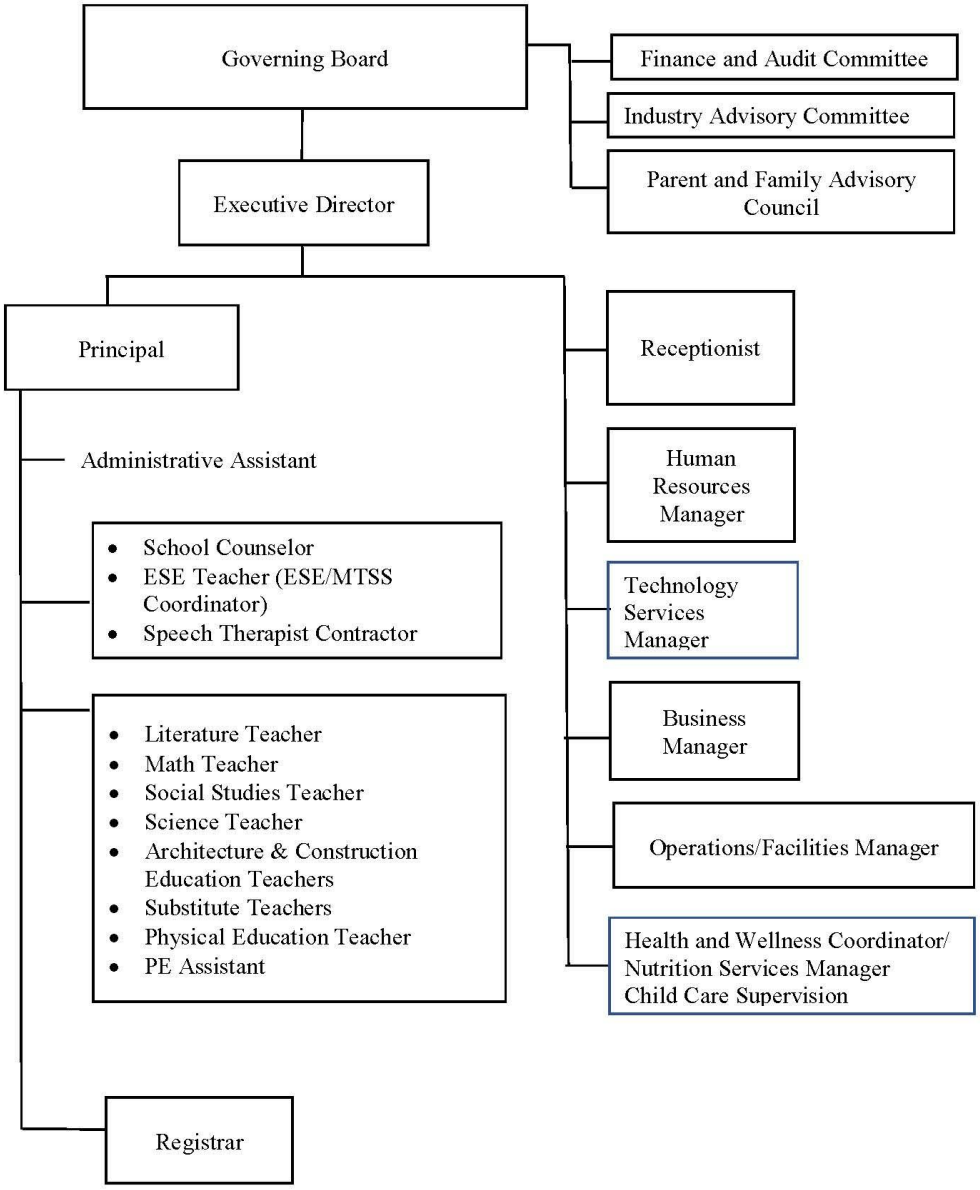
- Florida Real Estate Broker License
- HUD Housing Counselor

ATTACHMENT M: ORGANIZATIONAL CHARTS

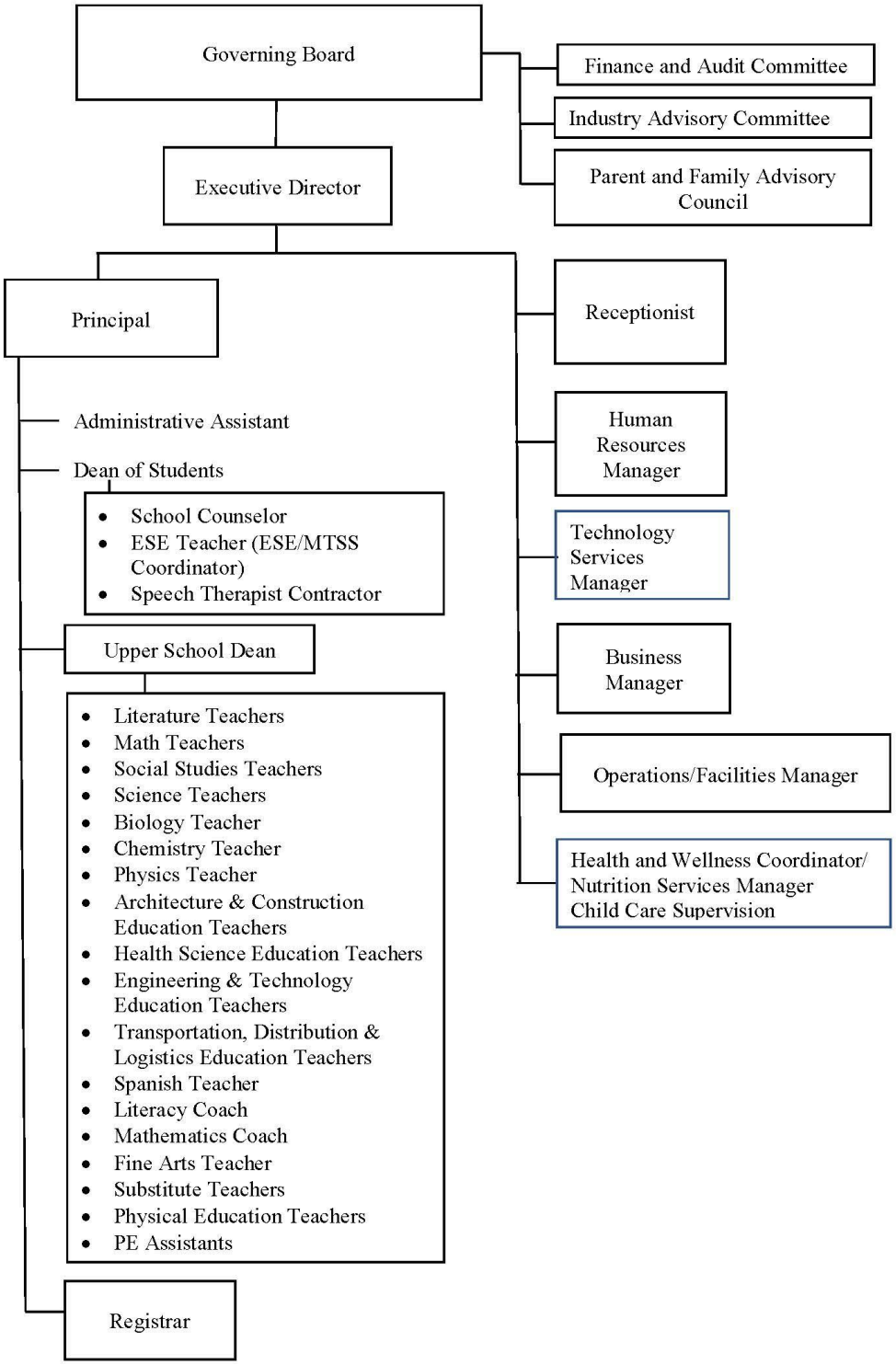
Pre-Operational Year Organizational Chart



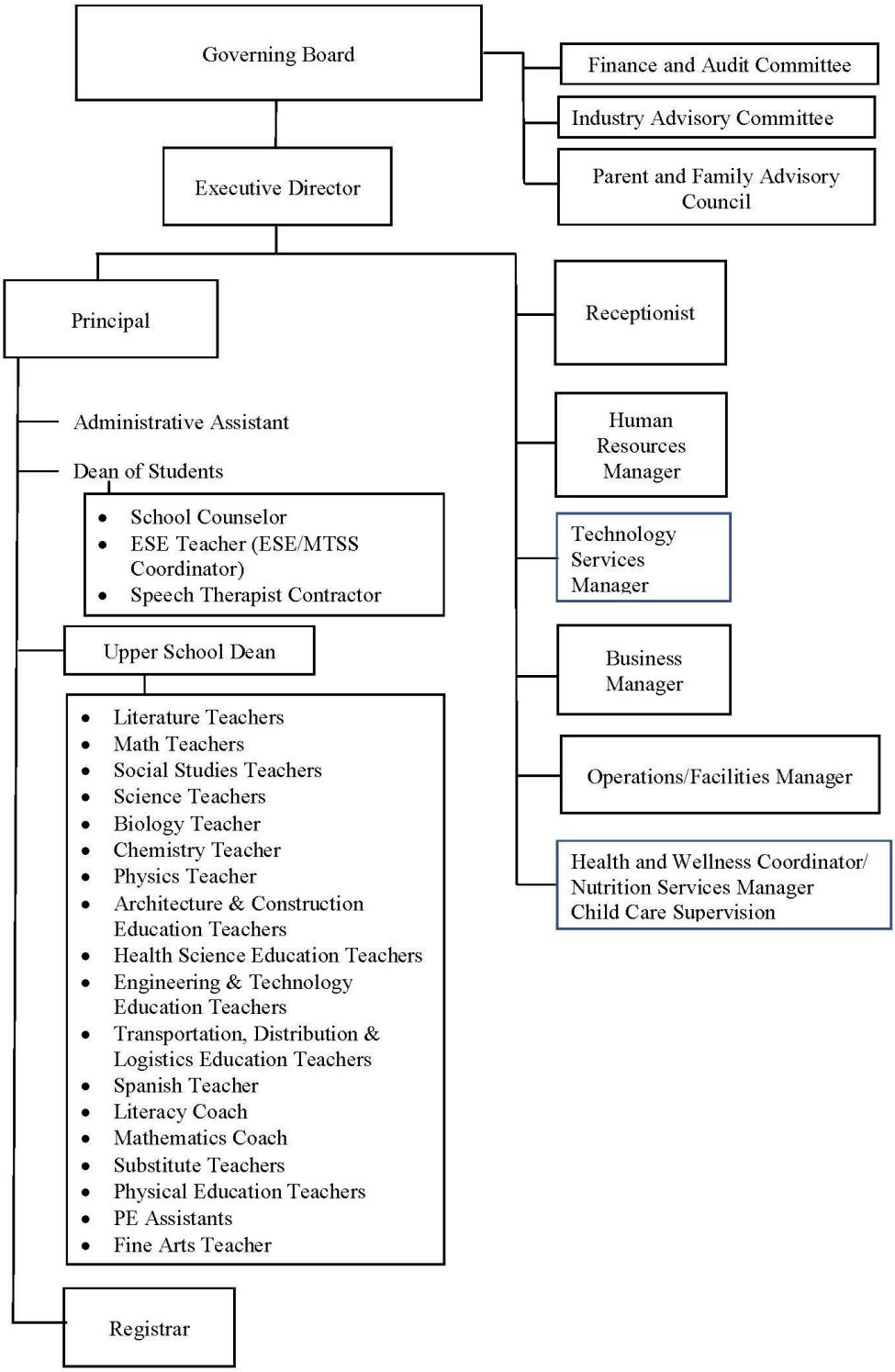
First Year of Operations Organizational Chart



End of Charter Term Organizational Chart



Full Capacity Organizational Chart



ATTACHMENT N: JOB DESCRIPTION FOR THE SCHOOL LEADER AND, IF THIS PERSON IS ALREADY IDENTIFIED, HIS, OR HER RESUME

Executive Director

Latanya Peterson

Fleming Island, FL • (904) 316-3206 • latanya@summitedgeleearning.org • https://www.linkedin.com/in/latanya-peterson-549a5358/

EDUCATIONAL PROGRAM DIRECTOR

Vibrant business leader, guiding revenue and business growth to achieve next level success.

- ✓ Visionary Leader that embraces challenges and provides strategic guidance and direction to achieve organizational mission and goals.
- ✓ Oversees strategic road mapping and revitalization plans to identify issues/inefficiencies and implement corrective solutions.
- ✓ Partners with Senior Leadership as a trusted advisor and resourceful consultant, providing critical input into overall business planning.
- ✓ Expertly leads teams across all phases of project management, utilizing team-building strategies to maximize motivation, productivity, and performance.
- ✓ Conducts in-depth research and competitive analysis, and monitors performance metrics.
- ✓ Participates in program development, management, and changes according to change management plans to align with projected cost and operation targets.

"Latanya has a wonderful rapport with people; and her ability to connect with others and communicate complex concepts are truly superior. She is extremely organized, reliable, and technically proficient. She accomplishes all tasks with great initiative and a very positive attitude."

John Taylor – Director of Developmental Training and Special Projects, Jacksonville Port Authority

LEADERSHIP COMPETENCIES

Strategic Planning/Execution	Decision Analysis	Process Streamlining	Event Management
Project/Program Management	Corrective Action Planning	Continuous Improvements	Budget Management
Needs Assessment	Operations Support	Community Outreach	Regulatory Compliance
Policy Development	Research & Data Analysis	Stakeholder Management	Government Relations

PROFESSIONAL HISTORY

Feb. 2019 – Present: Educational Consultant, Summit Edge Learning Group, Fleming Island, FL.

- Advise on the development of a college- and career-preparatory public charter school serving grades 6–12, providing guidance on the academic model, phased enrollment plan scaling to approximately 924 students, and three CAPE career pathways in Health Sciences, IT/Computer Science, and Business/Entrepreneurship.
- Provide consulting support across all phases of charter school planning and development, including school design, governance and board formation, budget development, and authorizer application preparation in alignment with Florida charter school statute (s. 1002.33, F.S.).
- Advise on facility planning and site strategy, translating multi-year enrollment projections into detailed space programming and guiding coordination with realtors and contractors on Florida Building Code (Group E), Fire Prevention Code, and accessibility compliance.
- Support the development of college- and career-readiness programming and industry-certification pathways, aligning curriculum with post-secondary and workforce outcomes and CAPE academy funding requirements.
- Advise stakeholders, community partners, and board members on strategic planning, regulatory compliance, and program implementation to advance the school's mission and readiness for opening.

May 2024- May 2026: Business Development Strategist, RadiFi Credit Union, Jacksonville, Fl.

- Drove new business development for the credit union across Jacksonville and surrounding counties, identifying and cultivating prospective members and commercial relationships throughout the regional market.
- The Program Coordinator will create sample policies in partnership with first responder departments and will design internal and external systems to help the 2nd Alarm Project team in an organized and streamlined manner.

- Represented RadiFi at community, industry, and networking events to raise the credit union's visibility, build relationships, and develop new sources of business.
- Expanded the institution's reach beyond its home market by covering multiple counties, broadening its footprint and partnership base across the region.

2023-Feb. 2024: Program Coordinator, 2nd Alarm Project, Florida Agriculture Mechanical University, Tallahassee, Fl.

- The Program Coordinator will be responsible for coordinating in person and virtual trainings as well as all online courses created and delivered by the First Responder Project.
- The Program Coordinator will work with vendors to create training material, flyers, and notify stakeholders about upcoming trainings and will coordinate training requests received by The Project.
- The Program Coordinator will create sample policies in partnership with first responder departments and will design internal and external systems to help the 2nd Alarm Project team in an organized and streamlined manner.
- The coordinator will serve in a leadership role for the first responder projects, conducting all duties required that staff who are focused primarily on outreach, training, and capacity building efforts have the tools and resources they need to do their work in the field.
- The Program Coordinator will meet onsite with first responder departments to provide technical assistance, training, and capacity building work when needed.
- The coordinator will build and maintain relationships with first responder departments to assist them in an ongoing manner to establish

2022-2023: Program Director, Volunteer Florida (Contract Work), Tallahassee, FL.

Program Director

- Define and document the structure of the Hope Ambassadors Program to deliver consistent direction to all approved clubs.
- Assist is creating a program guide for schools.
- Conduct training at schools to support the launch of the program.
- Maintain school records of club activities.
- Assist in recruitment of additional schools to engage in the Hope Ambassadors Program.
- Develop a travel plan to visit enrolled schools to assist with and monitor progress towards program goals.
- Prepare final, year-end report of Program.

2021-2022: Educational Program Director, Florida Department of Education, Tallahassee, Fl.

Director of External Affairs

Develop annual Tier 1 and II monitoring activities and perform real-time monitoring and reporting requirements.

- Supports the FDOE Strategic Improvement initiatives and has the responsibility to provide direction and oversight of the specific federal program(s) with productivity and adherences to tight timeframes while balance multiple and competing priorities and maintain goal-directed behavior and high performance.
- The Director must interact proficiently with all stakeholders while demonstrating, modeling; and reinforcing the Department's fundamental values of quality, fairness, cooperation, respect, commitment, excellence, honesty, and teamwork.
- Development and completion of FDOE's Request for Application (RFA) grant process with strict deadline expectations.

2020 to 2021: AmeriCorps, Washington, DC

Senior Legislative Assistant

The Office of Government Relations (OGR) serves as the liaison between the agency and elected officials at the federal, state, and local levels. The office is primarily responsible for building relationships with elected officials, serving as their point of contact at the agency and securing their support for the Corporation and its mission. The discretionary appointee will support OGR engagement with White House and other interagency officials.

- Serves as liaison between the Corporation and local elected officials, including, but not limited to, relations development, education on Corporation program and resources, and highlighting special projects and responding to inquiries for program, information.
- Oversees announcements and notifications regard CNCS activities and missions to elected officials, including Members of Congress, Governors, Mayors, and local elected officials.
- Acts as liaison with the Director of OGR to state and local stakeholder groups.
- Manages the development of short- and long-term strategy and stakeholder engagement under the direction of the Director of OGR.

- Serves as a cross-departmental participant to assist in emphasizing the holistic CNCS grant roll-out strategy with the CPO's office, emphasis includes engagement of the program, press and other relevant factors.
- Coordinates the development and management organization policy to ensure consistency.
- Represents the office at legislative and community events.
- Coordinates site visits and district events for elected officials.
- Oversees preparation of briefing materials, memos and other communications as needed. (e.g., Articles, newsletters, press releases and speeches).
- Tracks legislation and other developments in an assigned issues area.

4/2019 to 1/2020: CLAY COUNTY CHAMBER OF COMMERCE, Fleming Island, FL

Business Development Manager

Plan and execute strategic recruitment plan to attract new chamber members and retain existing members across multiple industries by identifying key membership needs and providing targeted business solutions and support through networking and event marketing opportunities. Report directly to and support Director of Operations. Collaborate with County Planning and Zoning departments to monitor newly launched, local businesses. Lead project teams to achieve specified business goals.

- *Developed and implemented key policies for day-to-day operations management, meeting agenda procedures and chain of command, new member engagement/onboarding, and sponsorship management.*
- *Increased membership by 20% and doubled revenue generated from Teacher Expo and Family Expo events.*
- *Partnered with Senior Management to research, identify, plan, and execute new business initiatives.*
- *Implemented business development strategies that maximized revenue growth and brand visibility/value.*

9/2018 to 11/2018: REPUBLICAN PARTY OF FLORIDA, Fleming Island, FL

State Coordinator Minority Engagement for Ron DeSantis for Governor Campaign

Consulted and advised governor campaign on outreach strategies for engaging and securing voters in targeted groups and at key events in the African American community. Introduced key talking points and highlighted issues and concerns in the African American community, providing in-depth research and strategic guidance and direction. Organized meetings with key leaders/decision makers (civic, community, and public officials) to secure candidate, party, and platform support. Monitored/tracked key constituent issues and voter engagement trends.

- *Achieved 3% increase in minority membership for the Republican Party between primary and general election cycle of 2018.*
- *Coordinated strategic outreach into Asian community, driving membership recruitment and engaging existing members, resulting in a proclamation celebration of Independence Day.*
- *Strategized membership development plans for minority communities, developing recruitment drives, GOTV strategies and events, and retention initiatives.*
- *Assembled select staff and volunteers and planned/coordinated events for candidate and canvassing.*
- *Generated campaign/voter support increase among Black businesswomen and mothers around the issue of school choice.*

2017 to 2018: CLAY COUNTY SHERIFF'S OFFICE, Fleming Island, FL

Planning and Research Specialist

Assisted sheriff's office in planning, developing, and executing a 5–10-year strategic plan that aligned with the organization's vision and mission. Provided strategic direction in developing and planning programs. Established policies and procedures for Sheriff's Office programs, implementing special projects, budget and resource management, and workloads.

- *Established partnership between Sheriff's Office and local school system, creating 6 internship positions in 911 dispatch and HR, and Fleet departments for high school students that offered exposure to work experience.*
- *Partnered with Veteran Affairs to create work/study/employment opportunities within the agency for disabled veterans.*
- *Liaised between multiple County and State meetings as agency representative, presenting at meetings and providing key Clay County statistics.*
- *Served as project/program manager, overseeing project SOW and scheduling to ensure deliverables in a timely manner.*
- *Implemented continuous process improvements that aligned with strategic goals.*

2014 to 2017: REPUBLICAN PARTY OF FLORIDA, Fleming Island, FL

Director for Minority Engagement, State of Florida

Participated in multiple political campaigns, including Rick Scott's gubernatorial re-election campaign, a state senate race, and local mayoral campaign. Provided strategic community engagement and outreach initiatives. Conducted in-depth research to determine areas within community where candidates should focus campaigning efforts and engagement strategies. Interfaced with key community leaders to organize events and guest lists. Generated broad network and coalition of support across state of Florida.

- *Solicited and organized minorities throughout Florida for Round Tables with prospective candidates.*
- *Coordinated college tours and events at multiple HBCUs within the state.*
- *Planned, organized, and attended Pastoral Breakfast with Candidates and other community leaders.*
- *Managed state budget for county, volunteers, events, recruitment, and training initiatives.*
- *Presented for multiple civic and non-profit groups.*
- *Organized and attended fundraising and canvassing events for state and local candidates.*
- *Provided candidates with key talking points that aligned with organization-wide vision and mission.*

2006 to 2014: DUVAL COUNTY SCHOOL DISTRICT, Jacksonville, FL

Reading Coach/English Teacher (Grades 6th-10th)

Assisted school administrators and teachers with implementing State and District reading plans. Established best practices for students in compliance with district-wide reading plan as an expert resource in reading instruction and related curriculum. Instructed class of special needs students during 1st year tenure, ESL students, and a 6th grade class of 55 gifted students.

BOARD MEMBERSHIPS & COMMUNITY LEADERSHIP

Vice Chair, Florida Commission on Human Relations (Appointed by the Governor and confirmed unanimously by the Florida Senate)
President, Rotary of Northeast Florida E-Club
Vice Chair, Board of Trustees for AMI Kids Clay County
Director, Board of Directors for Quigley House

EDUCATION

NOVA SOUTHEASTERN UNIVERSITY, Davie, FL – M.S., Management & Administration for Educational Programs
FLORIDA ATLANTIC UNIVERSITY, Boca Raton, FL – B.S., Science and English

Job Description – Principal

The principal will be the school leader. This will be a salaried, exempt position with a 12-month work schedule. Salary will be set annually on a performance-based schedule. The principal will report to the executive director.

The principal's overarching role will be to maintain the integrity of the school's culture and effective learning environment. To accomplish this, the principal will administer and supervise every aspect of the school's daily instructional and academic functions. The principal will set the example for all students, teachers, and staff to maintain a constant atmosphere of civility, trustworthiness, respect, and concern for one another.

The principal's essential duties and responsibilities are as follows:

Leadership

- Implementing and evaluating the school's mission and goals, reporting regularly to the board of directors.
- Maintaining a school atmosphere of academic excellence, civility, trustworthiness, respect, fairness, and equality.
- Any other duties as assigned.

Instructional

- Planning, implementing, and evaluating the school instructional program based on student needs and Florida Standards.
- Setting instructional priorities and goals.
- Ensuring alignment of curriculum with Florida Standards.
- Reviewing teacher lesson plans and instruction to ensure compliance with Florida Standards, the school's mission, and the charter contract.
- Assuring that all academic components of the school's charter are being met.
- Any other duties as assigned.

Administrative

- Recruiting instructional faculty for the school as needed.
- Planning, implementing, supervising, and evaluating all other programs, i.e. athletics, extra-curricular, co-curricular.
- Determining staffing needs including selection, supervision, staff development and evaluation of school instructional personnel.
- Managing state assessment procedures and compliance.
- Reporting instructional employee appointment or dismissal to the board of directors.
- Ensuring the school is operating within the set instructional budget.
- Overseeing the proper academic record keeping processes.
- Maintaining records such as but not limited to student test scores, attendance records, overseeing IEPs, and all other reports as needed for efficient operation of the school and compliance with federal, state and local requirements.
- Enforcing the policies and procedures of the organization as set by the board of directors, including the student code of conduct.
- Developing and implementing school rules and regulations in keeping with the policies and procedures.

- Attending and participating in meetings of the board and its committees as requested.
- Maintaining knowledge of Charter School Laws and Florida Statutes.
- Any other duties as assigned.

Computer Skills

To perform this job successfully an individual must have knowledge of accounting software, order processing software, spreadsheet software and word processing software.

Minimum Qualifications

- Preferred candidates will have a master's degree, teaching experience at the K-12 or college level, a record of leadership, and demonstrated abilities in speaking and writing.
- Five (5) years of related professional experience required. Bachelor's degree required, but master's degree (or currently enrolled in) is preferred.

Additional Qualifications

- Ability to demonstrate, uphold, and promote in daily interactions a commitment to the school's mission and vision, and the moral character and civic virtue the school embodies.

The organization is an equal opportunity employer. The organization is committed to providing equal opportunity for all individuals in all areas of recruitment, selection, placement, training, assignment, transfer, compensation, benefits, discipline, retention, and promotion. The board commits itself to the policy that there shall be no unlawful discrimination against any person because of race, color, religion, age, sex, national origin or disability. All decisions with regard to employment shall be in compliance with applicable state and federal laws.

ESE Coordinator

ATTACHMENT P: JOB DESCRIPTION(S) AND QUALIFICATION REQUIREMENTS FOR EACH ADMINISTRATIVE OR LEADERSHIP POSITION OTHER THAN THE SCHOOL LEADER

Job Description – Dean of Students/ Upper School Dean

The Dean of Students/ Upper School Dean serves as a key member of the school's leadership team under the direct supervision of the Principal. This is a salaried, exempt position with a 12-month work schedule. Salary will be set annually on a performance-based schedule.

The Dean of Students/ Upper School Dean primary role is to support the Principal in maintaining the integrity of the school's culture and effective learning environment. While the Principal holds final authority over all academic, instructional, and administrative decisions, the Dean of Students/ Upper School Dean is responsible for day-to-day operational execution, direct student management, and front-line instructional support. The AP serves as the Principal's designee and assumes full authority in the Principal's absence.

Like the Principal, the Dean of Students/ Upper School Dean will set a daily example for students, teachers, and staff by maintaining a constant atmosphere of civility, trustworthiness, respect, and concern for one another.

Leadership

- Supporting the Principal in implementing and evaluating the school's mission and goals
- Assisting in maintaining a school atmosphere of academic excellence, civility, trustworthiness, respect, fairness, and equality
- Assuming the full responsibility and authority of the Principal in his or her absence
- Participating in school leadership team meetings and contributing to strategic planning as directed by the Principal
- Serving as a visible, consistent presence throughout the building to model and reinforce school culture
- Any other duties as assigned

Instructional

- Supporting the planning, implementation, and evaluation of the school's instructional program based on student needs and Florida Standards
- Conducting classroom observations and providing constructive, timely feedback to teachers under the direction of the Principal
- Assisting teachers in aligning lesson plans and instructional delivery with Florida Standards and the school's mission
- Supporting the review of teacher lesson plans to ensure compliance with Florida Standards, the school's mission, and the charter contract
- Monitoring student academic progress data and communicating trends to the Principal
- Assisting in the coordination of intervention supports and enrichment programming for students
- Any other duties as assigned

Administrative

- Managing the day-to-day operational functions of the school as delegated by the Principal
- Administering student discipline in accordance with the student code of conduct; maintaining accurate and complete discipline records
- Coordinating and overseeing student attendance monitoring, follow-up, and related reporting
- Assisting in the recruitment, supervision, and evaluation of instructional faculty under the direction of the Principal

- Supporting the planning and supervision of co-curricular, extra-curricular, and athletic programs as assigned
- Assisting in managing state assessment procedures and ensuring compliance with all related requirements
- Supporting proper academic record keeping including student test scores, attendance records, IEP oversight, and all reports required for compliance with federal, state, and local requirements
- Enforcing the policies and procedures of the organization as set by the board of directors, including the student code of conduct
- Assisting in the development and implementation of school rules and regulations in alignment with board-approved policies and procedures
- Attending board meetings and committee meetings as requested by the Principal
- Maintaining current knowledge of Charter School Laws and Florida Statutes
- Communicating regularly with the Principal regarding school operations, staff performance, student concerns, and emerging issues
- Any other duties as assigned

Computer Skills

To perform this job successfully, an individual must have knowledge of accounting software, order processing software, spreadsheet software, and word processing software. Familiarity with student information systems and data management platforms is preferred.

Minimum Qualifications

- Bachelor's degree required; master's degree (or currently enrolled in a master's program) is strongly preferred
- Minimum of three (3) years of classroom teaching experience at the K-12 level required
- Minimum of two (2) years of school leadership, administrative, or supervisory experience preferred
- Demonstrated ability to support, coach, and develop teachers
- Strong organizational, communication, and interpersonal skills
- Demonstrated written and verbal communication abilities

Additional Qualifications

- Ability to demonstrate, uphold, and promote in daily interactions a commitment to the school's mission and vision, and the moral character and civic virtue the school embodies
- Ability to build trusting relationships with students, families, teachers, and community stakeholders
- Ability to remain composed and solution-oriented under pressure
- Demonstrated commitment to equity, access, and high expectations for all students

Administrative Qualifications

<u>Dean of Students/ Upper School Dean Applicants</u>

1. Earned master's degree.
2. Valid Florida Educator's Certificate in Administration or Administration/Supervision, Vocational Education Director for Vice Principal of Vocational Technical School, Educational Leadership, or School Principal as required by State Board rule.
3. Three (3) complete years of instructional experience at a school site.
4. Past performance as reflected in acceptable evaluations for the last three (3) years (i.e., evaluation ratings of "effective" or "highly effective" or equivalent) and a recommendation for the position from the immediate supervisor.
5. Successful completion of the District's school-site administrator preparation program and a demonstrated ability to communicate effectively.

Education Teacher

The teacher is the most critical link between the instructional program and the students who will be served. Those employed by the Board will have completed an extensive review by the Board to ensure they meet the standards for the school both in delivery of instruction and establishment of the learning community atmosphere.

Qualifications
Bachelor's degree and valid Florida teaching certificate required for subject and grade being taught; holds a valid Florida teaching certificate with coverage other than that required under the Florida Course Code Directory and has been properly approved to teach out-of-field (allowable for one year only); or, has been properly identified as a qualified non certificated instructional personnel with expert skill or knowledge in accordance with Rule 6A-1.0502, F.A.C. ESOL, ESE, and/or gifted endorsement preferred.

Terms
Teachers report to the principal; this is a 10-month position.

Duties and Responsibilities
Teachers will be expected to always fulfill the role of instructional leader. Effective teachers will:

- Demonstrating an understanding of and commitment to career and technical education and the vision, mission, and philosophy of the school, and consistently developing, fostering, and advancing these concepts in students.
- Demonstrating understanding and mastery of central concepts, tools of inquiry, and structure of the discipline(s) taught, and effectively transmitting this knowledge to students, and making the subject matter meaningful to students.
- Developing and maintaining a climate and culture of openness, fairness, mutual respect, kindness, support, and inquiry.
- Engaging every student in grade level-appropriate learning experiences that promote performance and intellectual and moral development.
- Listening and interacting effectively with students, parents, virtue, self-discipline, and responsibility.
- Working effectively with school leadership and colleagues, parents, and the community to support students' learning and well-being.
- Providing professional leadership to establish a culture conducive to intellectual and moral development, knowledge acquisition, thinking, analysis, learning, and student diversity; involving students in the development of a mission and goals that support the school's goals and guide classroom decisions and using data effectively for continual improvement.
- Developing and implementing a strategic planning system including course, unit, and lesson plans.
- Providing opportunities for students to demonstrate appropriate progress toward graduation expectations: knowledgeable, lifelong learner; responsible individual; effective communicator; problem solver; collaborative team worker, and self-directed learner.
- Providing students and parents with timely data for improvement in student achievement.
- Using formal and informal assessment strategies to determine whether students have achieved high standards and modifying instructional strategies as needed to maximize achievement.
- Demonstrating an understanding of how students learn and provide learning opportunities that support the intellectual, social, and personal development of diverse learners.
- Establishing and maintaining a safe and secure classroom environment.
- Managing student misconduct promptly and resolving conflict and crisis effectively.
- Promoting both independent and collaborative work ethics.
- Developing and managing human resources within the classroom by maintain a professional development plan and engaging in professional development plan and engaging in professional development activities, recognizing students and parents for contributions to goal achievement.

- Seeking resources necessary to achieve classroom and school goals, such as course materials that match the reading levels of students.
- Using classroom processes that support effective teaching and learning to promote high student achievement, designing lessons to promote all students being engaged in learning all the time.
- Using appropriate technology in teaching and learning processes, record keeping, assessment, evaluation, and performance analysis.
- Demonstrating positive classroom results and trends.
- Any other duties as assigned.

Career and Technical Teacher (CTE)
The career and technical education teacher are responsible for helping students explore and prepare to enter career and technical occupations for students on his/her caseload and ensuring that CTE procedures and services are implemented as approved by FLDOE.

Qualifications
Bachelor's degree and Florida certification in field or Director Vocational Certification. Master's degree and 3-5 years of experience is preferred.

Terms
Teachers report to the principal; this is a 10-month position.

Duties and Responsibilities
CTE teachers are expected to fulfill the tasks listed above for classroom teachers in addition to their responsibilities specific to CTE. Effective CTE teachers will:

- implement and follow all federal, state, and local guidelines for CTE programs;
- participate as a member of the team planning and/or conducting evaluations/reevaluations and determining eligibility for CTE services;
- plan and oversee use of assessment accommodations in accordance with relevant technology to support instruction;
- designing the career and technical education program to enhance both academic and career and technical skills.
- working in coordination with other career and technical education teachers and other departments in planning, integrating, and developing the educational program.
- preparing educational plans for students based on individually assessed needs in accordance with the school's philosophy, goals, and objectives.
- using appropriate and varied assessment instructions pertinent to instruction to assess student progress.
- maintain records of workforce development partnerships.
- maintain student records as required by the School, district, state and federal law;
- report information as required by the School, district, state and federal law;
- provide progress information to parents at scheduled intervals and maintain records of such information;
- maintain a current and accurate inventory of all equipment, tools, and supplies.
- provide staff development to colleagues to ensure all students are being served in a manner commensurate with their needs;
- serve as the School's liaison to the community and other professionals regarding the needs of career and technical students; and
- maintain confidentiality of information regarding exceptional students including identity and IEP contents.

Teaching Assistant/Paraprofessional

Major Function

All paraprofessionals originally hired after January 8, 2002, shall meet the requirements of a "Highly Qualified" paraprofessional aide as described in Title I of the Elementary and Secondary Education Act.

- This job description describes in general terms the normal duties that the assistant will be expected to undertake. However, the job or duties described may vary or be amended from time to time without changing the level of responsibility associated with the job.
- Special education assistants work under the overall supervision of the principal with direct supervision provided by special education teachers. They are employed when required to implement special education or related services for a class and/or to provide direct assistance to students. Their duties will vary depending upon the age of students served as well as the nature and severity of the student's disabilities.

Teaching and Learning

- Assist in the educational and social development of students under the direction and guidance of the facilitator and classroom teachers.
- Assist in the implementation of Individual Education Plans for the students and monitor their progress.
- Provide support for individual students inside and outside the classroom to enable them to fully participate in activities.
- Work with other professionals, such as speech therapist, social worker, occupational and physical therapists.
- Assist classroom teachers with maintaining student records.
- Support students with emotional or behavior concerns and assist them in developing appropriate social skills.
- Administrative Duties
- Assist in the preparation and display of student work. • Assist classroom teachers with copying items to support teaching.

Standards and Quality Assurance

- Be at least 18 years of age, have a high school diploma, be capable of physically assisting students with specials needs as required (positioning, lifting, transferring, restraining, etc.), demonstrated ability to work effectively under the direction of others, demonstrated ability to work cooperatively with others, willingness to assume any responsibilities appropriate for the position. Support the Mission Statement of the school, always behave and speak in a professional manner, set a good example in terms of dress, punctuality, and attendance. Attend staff and team meetings.

School Counselor

The School Counselor provides a comprehensive school counseling program that assists all students in acquiring the skills and knowledge to maximize highest student achievement in a safe learning environment.

Qualifications

Master's degree from an accredited college or university in Counseling and State of Florida School Counselor certification or eligibility for Florida State certification. Preference to candidates who have Orientation to and/or experience in a school setting.

Terms

School Counselors report to the principal; This is a 10-month position.

Duties and Responsibilities

- Implements the comprehensive school counseling program as outlined in the Schools Professional Counselor plan;
- Acts as an advocate for all students;
- Works in collaboration with other stakeholders in narrowing the achievement gap;
- Provides professional leadership to establish a culture conducive to learning;
- Counsels individual and/or small groups of students with academic, career and personal/social concerns;
- Assists students in developing a plan for achieving educational, career, and personal/social goals;
- Works with Dean of Students/ Upper School Dean on student scheduling needs;
- Consults with a variety of school based teams to facilitate appropriate placement decisions to enhance student achievement, which includes but is not limited to exceptional student staffing's, 504 determination meetings, and Problem-Solving Team;
- Confers with classroom teachers, administration, support staff, community agencies and parents regarding students and their needs;
- Provides support to teachers in the delivery of counseling program related curriculum;
- Coordinates with school and community agencies to broaden students' resources;
- Seeks resources necessary to achieve school goals;
- Guides individuals/groups of students through the development of educational plans, career awareness and personal/social growth issues;
- Identifies and disaggregates critical data, such as grades, test scores, attendance, promotion rates, graduation and postsecondary enrollment rate;
- Uses data to develop strategies to positively impact ACTI students;
- Follows guidelines of the national, state and district standards for professional school counselors;
- Adheres to ethical and legal professional standards; and
- Uses appropriate technology for counseling services
- Coordinates Statewide testing efforts for school building, including test security
- Works with data processor to ensure compliance with district reporting
- Supervises the transmittal of transcripts and other official documents related to students.

Substitute Teachers

Persons employed in this position will have successfully met the employment criteria established by the Board and Florida law. A substitute teacher will be called on an as need basis. The job description for the substitute teacher includes but is not limited to the following:

- follow all policies and procedures as established by the Board for the School
- maintain discipline of students;
- maintain an environment that promotes the safety and welfare of students;
- report to School leadership any behavior, activity or concern deemed as threatening or compromising to the safety and welfare of students;
- manage the assigned classroom and provide instruction as prepared by the classroom teacher;
- promote active learning in the assigned classroom;
- work with students to assist and reinforce instructional objectives as established in the teacher's lesson plan;
- seek input from colleagues as needed to ensure effective delivery of instruction and to maintain classroom environment.
- maintain attendance records and other data as directed by the teacher and leadership of the School; and
- perform other duties as assigned by the School leadership.

ATTACHMENT R: PERSONNEL POLICIES

Employee Manual

(3.1) Equal Opportunity Employment

The school is an equal opportunity employer. The organization is committed to providing equal opportunity for all individuals in all areas of recruitment, selection, placement, training, assignment, transfer, compensation, benefits, discipline, retention, and promotion. The Board commits itself to the policy that there shall be no unlawful discrimination against any person because of race, color, religion, age, sex, national origin, or disability. All decisions regarding employment shall follow applicable state and federal laws.

The organization is required by the Immigration Reform and Control Act to employ only American citizens and aliens who are authorized to work in the United States. The purpose of this law is to preserve jobs for those individuals who are legally entitled to them.

(3.2) Employment Non-Discrimination and Non-Harassment

The school does not discriminate against anyone, to general operations of the organization, and to any basis prohibited by applicable law or regulation.

The organization is committed to an environment in which all individuals are treated with respect and dignity. We believe that everyone has the right to work in a professional atmosphere that promotes equal employment opportunities and prohibits discriminatory practices, including harassment. Therefore, the organization expects that all relationships among persons in the workplace will be business-like and free of bias, prejudice, and harassment. Thus, the organization does not and will not tolerate discrimination against or harassment of or by our employees, students, vendors, or other person. The term "harassment" includes, but is not limited to, slurs, jokes, and other verbal, graphic, or physical conduct relating to an individual's race, color, sex (including discrimination against or harassment of individuals of the same sex), pregnancy, religion, national origin, ancestry, citizenship, age, disability, workers' compensation claims, marital, veteran or any other protected status. "Harassment" may include a range of subtle and not so subtle behaviors and includes unwelcome or unwanted sexual advances, requests or demands for favors, offensive touching, and other types of conduct whether it be physical, verbal, graphic, or electronic communication (including e-mail and facsimiles) of a harassing or sexual nature involving individuals of the same or different gender. This includes, but is not limited to:

Unwelcome or unwanted physical contact or sexual advances including, but not limited to, patting, grabbing, pinching, brushing-up against, hugging, cornering, kissing, fondling, or any other similar physical contact.

Unwelcome requests or demands for favors including, but not limited to, subtle or blatant expectations, pressures, requests or demands for sexual, unethical, or illegal favors, or unwelcome requests for dates or contacts. Such unwelcome requests or demands may or may not relate to an implied or stated promise of preferential treatment, or a threat of negative consequences concerning employment, including, but not limited to, promotion, demotion, transfer, layoff, termination, pay or other form of compensation, and selection for training.

Verbal and written abuse or unwelcome kidding including, but not limited to, that which is sexually- oriented, including same-sex harassment; commentary about an individual's body, sexual prowess or sexual deficiencies; inappropriate comments about race, color, religion, sex, pregnancy, national origin, ancestry, citizenship, age, disability, workers compensation claims, marital, veteran or other protected status; dirty jokes or other jokes which are unwanted and considered offensive or tasteless; or comments, innuendoes, epithets, slurs, negative stereotyping, leering, catcalls or other actions that offend, whether sexually oriented or otherwise related to a prohibited form of discrimination or harassment.

Any form of behavior that unreasonably interferes with work performance, including, but not limited to, unwanted sexual attentions, comments, interruptions, or other communications, whether sexually- oriented or otherwise related to a prohibited form of discrimination or harassment, that reduces productivity or time available to perform work-related tasks or otherwise interferes with work performance.

Actions that create a work environment that is intimidating, hostile, abusive, or offensive because of unwelcome or unwanted conversations, suggestions, requests, demands, physical contacts or attentions, whether sexually oriented or otherwise related to a prohibited form of discrimination or harassment.

The distribution, display, or discussion of any written or graphic material, including calendars, posters, cartoons, or names, that belittles or shows hostility or aversion toward an individual, his/her relatives, friends or associates or a group because of race, color, religion, sex (including same sex discrimination or harassment), pregnancy, national origin, ancestry, citizenship, age, disability, workers' compensation claims, marital, veteran, or other protected status.

All employees and applicants are covered by this policy and are strictly prohibited from engaging in any form of discriminatory or harassing conduct. Further, no employee has the authority to suggest to another employee or applicant that the individual's employment, continued employment, or future advancement will be affected in any way by entering, or refusing to enter, a personal relationship. Such conduct is a direct violation of this policy.

Conduct prohibited by this policy is unacceptable in the workplace and in any work-related setting outside the workplace, such as business trips, business meetings and business-related social events.

Violation of this policy will subject an employee to disciplinary action, up to and including immediate discharge.

(3.2.1) Retaliation is Prohibited

The school prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action, up to and including termination.

(3.2.2) Reporting Procedures and Investigation

The school strongly urges the reporting of all incidents of discrimination, harassment, or retaliation, regardless of the offender's identity or position. Individuals who believe they have experienced conduct they believe is contrary to the organization's policy or who have concerns about such matters should file their complaints with the Principal or any Member of the Governing Board or the Board's designee, whereupon the matter will be discreetly and thoroughly investigated. The organization will then take immediate steps to stop any behavior which violates this policy and see that it does not repeat itself. Disciplinary action, up to and including termination, calculated to end the discrimination or harassment, will be taken, when appropriate, against the offender(s).

Employees who have experienced conduct they believe is contrary to this policy have an obligation to take advantage of this complaint procedure. An employee's failure to fulfill this obligation could affect his or her rights in pursuing any claim.

Early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of discrimination or harassment. Therefore, while no fixed reporting period has been established, the prompt reporting of complaints or concerns is strongly urged so that rapid and constructive action can be taken.

The availability of this complaint procedure does not preclude individuals who believe they are being subjected to harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued.

(3.2.3) Responsive Action

Conduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive action may include training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pays or termination, as the organization believes appropriate under all the circumstances.

Any person utilizing this complaint resolution procedure will be treated courteously, and the problem will be handled swiftly and as confidentially as possible considering all the circumstances, with appropriate corrective action being taken. The registering of a complaint will in no way be used against that individual, nor will it have an adverse impact on their employment status. A record of the complaint and findings will become a part of the complaint investigation record and that file will be maintained separately from the personnel files.

(3.2.4) Conclusion

Individuals who have questions or concerns about this policy may talk with the principal or any member of the Governing Board.

Please keep in mind that the very nature of discrimination, harassment and retaliation makes it virtually impossible to detect unless a complaint is appropriately reported. Do not assume that the organization is aware of your problem! It is your responsibility to bring this information to the attention of the organization so the issue can be resolved.

(3.2.5) Training

New employee orientation training shall include a component on the harassment policy. All administrators are responsible for assuring that their staff members are familiar with the policy on harassment and that new employees are oriented as necessary throughout each school year. As part of the review of the Code of Student conduct at the beginning of the school year, this policy will be discussed in student classes, school advisory councils, and parent and teacher associations. Students enrolled after the beginning of the school year will be provided a copy of the Code of Student conduct and advised of this policy.

(3.3) Personnel Records

Personnel records shall be maintained in accordance with State and Federal Laws. The following records for each employee shall be maintained in a secure file:

- Evidence of successful completion of required education
- Florida Teaching Certificate, certificate of law for the position
- Employee assessments
- Signed contract (if required)
- Signed loyalty oath if required by the State of Florida or the Federal Government.
- Withholding allowance certificate (W-4)
- Copy of Social Security Card
- Benefits enrollment documentation
- Background verification (results of School District fingerprint test)
- Letters of reprimand and information regarding any disciplinary action taken
- Personal Data Sheet
- Employment Eligibility Verification (I9 Form)
- Arrest and Conviction Record
- Drug-Free Workplace Policy.

It is the responsibility of the employee to obtain and submit these documents:

- **Florida Certificate:** the employee must submit the original. A copy shall be made to keep within the file, and the original shall be returned to the employee.
- **Health Certificate:** Prior to initial employment and re-employment following a termination, some employees may be required to submit a certificate of health signed by a licensed medical practitioner attesting to the employee's freedom from contagious and infectious diseases and other physical and medical impairments which would prevent the applicant from performing the duties for whom an employment contract is required.
- **Contracts:** Each employee shall sign the offered contract and submit it to the school office within the specified time.
- **Certificate Extensions/Additions:** Other official correspondence with the state Department of Education and any other documents which may be requested shall be copied in the school office. Copies shall be retained, and the originals shall be returned to the employee.
- **Criminal Records:** The school shall determine if the prospective employee has an arrest/conviction record.

Personnel records shall be open for inspection and copying consistent with Florida law, Chapter 119, and Federal laws. Social Security numbers will not be disclosed to the public. Evaluations shall be confidential and not open to the public until the end of the school year immediately following the school year in which the evaluation was made. The following payroll deductions are not open to the public: credit union cards, W-4's, tax shelter information, tax levy, court records.

(3.4) Compensation and Benefits

(3.4.1) Salaried Employees

Instructional and administrative staff members shall be salaried (exempt) employees. Annually the Governing Board will evaluate the salary schedule to make necessary adjustments that are in alignment with state and federal law and the organization's annual budget.

(3.4.1.1) Contracts

(3.4.1.1.1) At Will Employer

All contacts offered by the organization will be at-will contracts specifically stating that either the organization or employee may choose to cancel that contract at any time with or without cause.

(3.4.1.1.2) Probationary Contract

Employees newly hired by the organization shall be offered a one-year probationary contract in accordance with Florida Statute 1012.335. The probationary license may only be issued once to an employee unless the employee was rehired after a break of service for which an authorized leave of absence was not granted.

(3.4.1.1.3) Annual Contract

After completing one successful year on a probationary contract, and conditional upon the employee holding the appropriate state certification from the Department of Education and having not received two consecutive annual performance ratings of unsatisfactory, nor three consecutive needs improvement or unsatisfactory performance ratings.

(3.4.1.2) Salary Schedule

Given that all employees shall only receive annual contracts; all academic employees will be paid under the performance salary schedule as defined in Florida Statute 1012.22(1)(c).

(3.4.1.2.1) Initial Placement

The Governing Board will annually establish a starting salary and incremental amount based upon criteria established by the board for determining the initial placement of new employees on the salary schedule. This approval will be conducted as part of the development of the Corporate Budget. The initial placement will be based on the employee's qualifications as of their first day of work.

Experience credit on the instructional salary schedule will be granted for all verified public school experience in accordance with state law. If public school credit is less than eight (8) years full-time private school experience may also be granted up to a maximum of eight (8) total years.

(3.4.1.2.2) Adjustments for Returning Employees

Employees returning to the school after having completed an annual evaluation will receive annual adjustments in accordance with the amounts established by the Governing Board. The annual amounts are subject to change based on the annual budget, and shall only apply to the employee's Base Salary, not to any supplemental amounts the employee receives. The adjustments shall be calculated as follows:

(3.4.1.2.2.1) Highly Effective

Employees having received a "Highly Effective" rating as part of their annual evaluation shall receive the highest possible annual salary adjustment, as defined by the Governing Board.

(3.4.1.2.2.2) Effective

Employees having received an "Effective" rating as part of their annual evaluation shall receive an adjustment equal to 50 percent of the adjustments awarded to the Highly Effective Employees.

(3.4.1.2.2.3) Other Rankings

Employees not receiving either Highly Effective or Effective will not be eligible for a performance adjustment and will only be given the cost-of-living adjustment if one is established by the Governing Board.

(3.4.1.2.2.4) Cost of Living Adjustment

The Governing Board may approve a cost-of-living adjustment for all employees. The cost-of-living adjustment will be applied to all employees on the schedule equally and can be no more than 50 percent of the amount awarded t employees rated as "Effective" in their annual evaluations.

(3.4.1.3) Salary Supplements

An employee's placement on the salary schedule shall constitute the employee's base pay. In addition to the base pay, the Governing Board may annually approve supplements to be paid to employees, which are annual additions to the base salary for specific qualifications or duties. The supplement does not become part of the employee's continuing base salary. A schedule of possible supplements will be considered by the Governing Board in the establishment of the Salary Schedule and Corporate Budget.

(3.4.1.3.1) Degree Supplements

A degree utilized for salary purposes must have been awarded by an institution, which was accredited at the time the degree was awarded or must have been validated by an accredited institution as covered under Department of Education procedures for implementation of applicable State Board Rule. It is the employee's responsibility to provide all applicable transcripts.

(3.4.1.4) Paid Time Off

Salaried employees will be granted Paid Time Off (PTO) within the contract/agreement with the organization.

(3.4.1.4.1) Approval

PTO requests must be approved by the employee's immediate supervisor prior to the absence unless the absence is a sick-day and prior notification is not possible.

(3.4.1.4.2) Overuse of PTO

If a staff member uses all PTO allotted to them, any additional sick days will be without pay. PTO time will be awarded at the beginning of the school year, should an employee leave before the end of the school, PTO will be prorated, and the employee will be expected to pay back over-used PTO.

(3.4.1.4.3) Unused PTO for Salaried Employees

If a staff member uses all PTO allotted to them, any additional sick days will be without pay. PTO time will be awarded at the beginning of the school year, should an employee leave before the end of the school, PTO will be prorated, and the employee will be expected to pay back over-used PTO.

(3.4.1.5) Pay Calculations

Salaried employees of the organization shall be paid year-round, even though the services the employee provides to the organization is less than a full year. To clarify the calculations and methodology used by the organization, the Governing Board shall adopt a "Compensation Manual" identifying the specific formulas to be used when calculating employee amounts. This compensation manual will consider the following policies:

(3.4.1.5.1) Contract Days

Each year the principal shall ensure a calendar is created specifically identifying the number of contract days for all salaried employees. This calendar should identify all the paid versus unpaid days for each employee class.

(3.4.1.6.2) Pay Periods

The organization shall pay employees twice per month, resulting in a total of 24 pay periods per year. The actual amount each employee will be paid for the fiscal year will be divided by the remaining pay periods that year.

(3.4.1.6.3) Salary Employees Daily Rates

The principal shall ensure that a daily rate is calculated and communicated to each employee. This daily rate shall be their employee's annual salary amount divided by the contract days in the fiscal year. The daily rate shall be used to calculate the actual amount each employee earns for services provided to the school in the event the employee leaves the organization prior to the end of the school year or is required to take unpaid leave.

(3.4.2) Hourly Employees

Non-instructional and non-administrative employees shall be paid hourly. Hourly rates will be set by the Governing Board of the school and in accordance with state and federal law.

(3.4.2.1) Initial Compensation

Hourly employees shall be offered a specific hourly rate based on the rates paid to similar employees at other local schools.

(3.4.2.2) Paid Time Off

All full-time employees are eligible. Temporary, part-time and PRN employees are not eligible. PTO accumulates in relationship to all regular hours you work. PTO does not accumulate on overtime hours or on hours not worked, such as when you are using PTO or are on a leave of absence. You may begin using your PTO at any time after it accumulates, however you may not use PTO in advance of any accumulation of it.

Years of Experience	Accumulation Multiplier	**Approximate Weeks Off for Full Time Employees**
Year 1	0.042017	(2 weeks)
Year 2-5	0.064378	(3 weeks)
Year 6 and on	0.087719	(4 weeks)

(3.4.2.2.1) Approval

PTO requests must be approved by the employee's immediate supervisor prior to the absence unless the absence is a sick-day and prior notification is not possible.

(3.4.2.2.2) Unused PTO for Hourly Employees

Hourly employees are encouraged to use their PTO time during the fiscal year in which it accrues (July 1 – June 30), however, up to fourth (40) hours of accrued PTO time may be carried forward to the following fiscal year. No more than forty (40) hours may be carried forward into the next year.

(3.4.2.3) Vacation

Hourly employees who normally work during the following times will be provided holiday pay for the following days. The amount to be paid will be based on the annual average hours worked per day, which is calculated by finding the sum of hours in the work agreement with the employee divided by 52, divided by 5.

Paid Holidays Time

- Independence Day
- Labor Day
- Thanksgiving (total of 3 days)
- Winter Break (total of 5 days - Schedule to be determined by district calendar)
- Martin Luther King, Jr. Day
- Memorial Day

(3.4.2.4) Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description.

Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. In determining whether non-exempt employees are entitled to overtime pay, only actual hours worked in each workday or workweek will be considered. All overtime work must be previously authorized by the principal. The organization provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked more than eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours more than forty (40) for the workweek or more than eight (8) but not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours more than twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay. Workweeks begin each Sunday at 12:01 a.m.

(3.4.3) Benefits

The organization provides a comprehensive Benefit Plan which may vary from year to year as determined by the Governing Board.

(3.4.3.1) Eligibility

Regular employees who work at least thirty (30) hours per week including job-share employees are eligible for benefits, per individual contracts.

- Initial Enrollment: Enrollment and change forms are due in the office within thirty (30) calendar days of hire or change of eligibility status. Coverage becomes effective the first day of the month following thirty (30) days of employment in an eligible benefit status.
- Open Enrollment: The Board provides an annual open enrollment period during which an employee may add, cancel, or change coverage. If no action is taken by the employee to change coverage, previous coverages will continue for the next calendar year.

(3.4.3.2) Organizational Contribution

The organization contributes toward the cost of certain employee benefits each pay period during the school year in which a paycheck is earned. In any period during which a paycheck is not earned, the employee will owe both the organization contribution amount and the normal insurance deductions. Organizational contribution amounts vary and are determined by the Board annual.

(3.4.3.3) Termination of Coverage

Insurance coverage ends the last day of the month in which an employee no longer meets eligibility requirements or terminates employment.

(3.4.3.4) Leaves of Absence

While on an approved, unpaid leave of absence, employees are required to pay the entire cost of all insurance plans, including the organization paid portion for coverage to continue. The appropriate person(s), agencies, and/or organizations must receive payment by the first of each month. Insurance coverage will be canceled for nonpayment if full payment is not received by the due date. When an employee is on an approved leave, the employee is responsible only for payment of the portion of premium(s) the employee normally pays. Nonpayment of premiums will result in cancellation of coverage.

Suspension without Pay: While on suspension without pay, an employee is considered to be on unpaid leave of absence. As such, the employee is entitled to maintain insurance coverage by paying the total cost of insurance. If the employee elects to continue insurance and is reinstated, the employee will be refunded the organization contribution paid during the period of suspension. If the employee elects to continue insurance and is not reinstated, the insurance will terminate the last day of the month in which the employee is dismissed. If the employee chooses not to continue insurance and is reinstated, insurance will be reinstated the first of the month following the date of the final order and the employee will be responsible for any regular employee contributions.

(3.4.3.5) Worker's Compensation

The organization provides Workers' Compensation benefits pursuant to Florida law.

(3.4.4) Additional Compensation

(3.4.4.1) Compensation for Additional Responsibilities

From time-to-time employees may take on additional responsibilities beyond that covered within their contract. The Governing Board may authorize stipends or additional funds to be paid for such activities as described below:

(3.4.4.1.1) Non-Exempt Employees

Employees who are not exempt from wage and hour laws will be paid their typical hourly rate based on the amount of time spent on the tasks. Efforts should be taken to avoid overtime in the completion of the additional tasks. If overtime is unavoidable, the approval of funds to cover the activities should take the additional cost of overtime into consideration.

(3.4.4.1.2) Exempt Employees

Stipends for additional responsibilities will typically be paid in one lump sum on the date authorized by the Governing Board unless another arrangement is authorized by the Board.

The Governing Board shall annually approve a schedule of stipends to pay for additional responsibilities above the typical job responsibilities. The schedule should include the task for which the stipend is offered, when the stipend will be paid, and the amount which will be paid.

Examples of activities for which stipends might be offered include tutoring outside of school hours, coaching extracurricular activities, providing additional services on behalf of the school.

In the event that multiple employees share a responsibility of a task approved by the board (i.e., coaches who are sharing coaching responsibility), the principal may authorize the stipend to be split appropriately between the employees.

(3.4.4.2) Employee Bonuses

The Governing Board may from time to time elect to assign employee bonuses if the annual budget allows for such bonuses to be made. All bonuses must be approved by the Governing Board and be applied uniformly amongst employees of similar employee categories.

(3.4.4.2.1) Performance Based Bonuses

If the Board of Director elects to provide Performance Based Bonuses, the Governing Board will establish an objective measure for how the bonuses will be applied. The performance criteria for the employees must be clearly defined by the employee category (i.e., 'Classroom Teacher', 'Administrator', etc.). The criteria should be objective and easily measurable. The criteria should be established as early in the fiscal year as possible.

If the available funds do not allow the organization to fully fund the bonus schedule as defined by the Governing Board, all amounts will be prorated to match the available funds equally among all benefits to be awarded.

(3.4.4.2.2) Other Bonuses

If the Governing Board elects to give a bonus that is not Performance Based, the bonuses must be delivered uniformly among all employees within the employee category. Bonuses to individual employees are not allowed unless using the performance-based buses described above.

(3.4.5) Miscellaneous

(3.4.5.1) Reclassification

Employees who complete educational degrees or obtain a professional teaching certificate that would necessitate a move on the salary schedule or hourly rate are required to provide appropriate documentation to the principal. Such changes to the salary shall only be made at three times during the year: at the start of the fiscal year, at the start of the school year, at the start of second semester of the school year.

(3.4.5.2) Retroactive Payments

When salary and benefit agreements are reached, any approved retroactive payments due employees will be paid only to those in active pay status on the date of Board approval.

(3.4.5.3) Return of Overpayments

If an employee is overpaid due to an error, resignation, or any other reason, the Organization is entitled to recover any overpayment.

(3.4.5.4) Payroll Withholdings

The organization shall withhold taxes from each employee's pay according to the law. Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the principal to explain them to you.

You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Principal. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the principal and to fill out a new W-4 form.

(3.5) Employee Evaluations

(3.5.1) Intent

It is the intent of the organization that assessments of personnel be used for two reasons: 1) Determining the suitability for retention of the continuing and professional service of contract personnel; and 2) Method of assisting staff in their professional development to best impact the education of students and operation of the school. The organization acknowledges and agrees to follow all legal requirements as set forth in Florida Statute as they apply to charter schools.

(3.5.2) Evaluation System

(3.5.2.1) Professional Staff Members

The principal will recommend to the Governing Board an evaluation system in compliance with Florida Statute for evaluating instructional and administrative personnel. The evaluation system adopted by the Governing Board will meet all requirements of Florida Statute section 1012.34. Specifically:

The system must incorporate student performance data in the final calculation.

Utilize continuous quality improvement models.

Performance data utilized must be obtained from multiple sources.

(3.5.2.2) Support Staff Members

The principal will develop and implement an evaluation matrix and form to be used for the evaluation of all support staff members which will provide feedback and guidance to support staff in alignment with the intent of this policy.

(3.5.3) Performance Indicators

The result of the evaluation system will result in one of the following annual performance levels:

- Highly Effective
- Effective
- Needs Improvement (or for employees in their first three years of employment 'Developing')
- Unsatisfactory

(3.5.4) Annual Evaluation

Each staff member will receive a written annual evaluation each year, and the evaluation shall be presented to the employee by May 15 of each year.

(3.5.4.1) Student Performance Data

Professional staff members shall have a portion of their annual evaluation based upon student performance indicators, as required by Florida law. If the student performance data is not available prior to the due date of the annual evaluations, the evaluations may be amended to incorporate the data once it becomes available.

(3.5.4.2) Individual Writing Evaluation

Each employee shall be notified at the start of each year who their immediate supervisor is who will be writing their annual evaluation. Teachers and support staff will be supervised by an administrative member of the staff. The principal will be evaluated by the Governing Board.

(3.5.4.3) Miscellaneous

Following the completion of the evaluation, the supervisor shall meet with the employee to discuss the evaluation. Employees may provide a written response to the evaluation as a permanent attachment to the evaluation. Employees will be expected to sign the evaluation; however, the signature does not necessarily indicate consent with the findings, only that the employee has received a copy of the evaluation. If the employee refuses to sign the document, the supplement amendment documenting the date the evaluation was discussed with the employee and that the employee refused to sign the document acknowledging its receipt.

(3.5.4.4) Unsatisfactory Evaluations

As a matter of ACTI policy and consistent with the framework of s. 1012.335, Fla. Stat., newly hired instructional personnel serve an initial one-year probationary contract defining initial employment status. This is distinct from two other provisions; (1) the initial employement probationary period under s. 443.131, Fla. Stat. A period not exceeding 90 calendar days from the first day of work, with notice to the employee within seven days, which governs reemployment assistant benefit charging only and does not shorten or replace the one-year instructional probationary contract; and (2) the 90-day performance improvement period, a corrective process following an unsatisfactory evaluation that is tied to performance rather than to initial employment status. These provisions serve different purposes and run on independent timelines.

(3.6) Dual Employment

An employee may provide services regarding a non-school developed curriculum or program or participate in programs sponsored by other agencies when approved in writing by the principal or his designee. An employee who chooses to request temporary paid leave when engaged in such activities must remit to the organization any remuneration (honorariums, stipends, consultant service fees, etc.) received. In addition, the employee shall remit any travel expense reimbursement provided by the sponsoring agency to the organization when the organization is liable for travel expenses authorized by the approved request.

An employee may not retain such compensation without utilizing personal leave chargeable to Paid Time Off (PTO), or personal leave without pay. An employee wishing such compensation must request the leave through the submittal and approval of the prescribed forms. The organization will not be responsible for workers' compensation or liability protection or any benefits for employees on personal leave.

An employee providing consultation concerning a curriculum developed by the organization or an individual school operated by the organization, must remit to the school any remuneration received.

(3.7) Substitutes

The organization will utilize only qualified substitutes for all employee groups. The Principal will develop procedures for reporting absences, assigning substitutes and developing a substitute compensation plan.
Substitute teachers shall meet all legal requirements for substitute teachers. The rate of compensation shall be according to the annual school budget approved by the Governing Board. Records shall be kept by the principal concerning number of days taught by substitutes and the amount of funds expended. The Governing Board shall be informed concerning this data at periodic intervals.
Staff members who require substitutes are responsible for planning for substitutes themselves. A list of potential substitutes will be supplied to staff members annually.

(3.8) Leaves

(3.8.1) General Medical Leave (Including Pregnancy and Illness)

(3.8.1.1) Eligibility:

General Medical Leave is separate from PTO or other leave pursuant to the school's paid time-off policy. Full-time employees who have completed their initial introductory (probationary) period are eligible for unpaid General Medical Leave not to exceed 12 continuous weeks.

Exceptions to this full-time employment requirement may be made where required by law to accommodate pregnancy related disabilities, on-the-job injuries, or illness, or to accommodate an employee with a disability under the Americans with Disabilities Act.

You may request a General Medical Leave of Absence when you are unable to work due to a medical condition and you have exhausted (or are expected to exhaust) all available PTO, yet you are still unable to return to work.

(3.8.1.2) Duration:

General Medical Leave, if granted, is granted only for the period of inability to work due to a medical condition, not to exceed 90 days during any "rolling" 12-month period (measured backward from the date the General Medical Leave sought by the employee would begin).

(3.8.1.3) Request and Approval:

Requests for General Medical Leave should be submitted to the principal.
Requests for General Medical Leave must be accompanied by a Certification of Health Care Provider form (available from the principal) whenever such leave is foreseeable. In cases where the leave is not foreseeable, a Certification of Health Care Provider must be provided within fifteen (15) calendar days of the request or as soon as reasonably practicable.

Properly supported and timely requests for General Medical Leave from eligible employees will be considered on a case-by-case basis subject to the educational requirements of the students, the business needs of the school and the durational limits stated above.

(3.8.1.4) Reports on the Employee's Status and Intent to Return to Work:

If an employee is on approved General Medical Leave, the employee is required to keep the organization advised of his or her status and intent to return to work. While on leave, the employee must contact the principal every two (2) weeks to inform the school of the employee's status and intent to return, unless other reporting arrangements have been expressly made. The employee's failure to keep the organization advised of his or her status and intent to return to work may be considered a resignation from employment.

(3.8.1.5) Continuing Medical Coverage:

While on a personal or medical unpaid leave of absence, the employee's medical coverage will continue during the length of the leave not to exceed 12 continuous weeks.

(3.8.1.6) Other Benefits:

While on a personal or medical unpaid leave of absence the organization will continue the employee's medical coverage to the extent normally paid monthly by the organization. However, during the unpaid leave of absence the organization will not continue to make payments towards the employee's other benefits, such as, but not limited to, retirement, dental coverage, vision, or disability benefits.

(3.8.1.7) Appeal:

If an employee's request for personal or medical unpaid leave is denied by the principal, an employee may appeal the decision to the Personnel Committee by submitting a written request to the principal within five (5) business days.

The Personnel Committee will endeavor to schedule a meeting with the employee within five (5) business days. A decision to overturn the principal's decision must be made by a majority of the Personnel Committee present.

(3.8.2) Military

If you enter military service while working for the organization, you will not lose your status as a regular employee. You will be given an unpaid leave of absence for the duration of your initial tour of duty and your time in the service will count toward your length of service with the organization. If you are a member of a reserve component of the armed forces, you will be granted unpaid leaves necessary to fulfill the requirements of this affiliation. You may use your vacation time instead of leave time for this purpose if you prefer, but you are not required to do so.

If you apply for reemployment within the time specified by federal law following an honorable discharge from the service, you will be given employment comparable to the position you previously held.

(3.8.3) Personal Leave of Absence without Pay

Should a situation arise that temporarily prevents an employee from working, he/she may be eligible for a personal leave of absence without pay not to exceed 12 continuous weeks. However, employees must be employed for at least 12 months prior to the requested leave. Any request for a leave of absence without pay must be submitted in writing as far in advance as possible and it will be reviewed on a case- by-case basis by the principal. The decision to approve or disapprove is based on the educational requirements of the students, the business needs of the school, the length of time requested, the employee's job performance and attendance and punctuality record, the reasons for the leave, the affect the employee's absence will have on the work in the department and the expectation that the employee will return to work when the leave expires. Leaves of absence will be considered only after all PTO leave has been exhausted.

Any planned salary increases for an employee returning from an unpaid leave of absence without pay will be deferred by the length of the leave.

Due to the nature of our business, the organization cannot guarantee either that an employee's job will remain available or that a comparable position will exist when return from an unpaid leave is sought. When an employee is ready to return from a leave of absence without pay, the organization will attempt to reinstate the employee to his/her former position or to one with similar responsibilities. If the position or a similar position is not available, the organization will search for a suitable position for 30 days from the date the unpaid leave was to officially end. The employee will not be paid for this time. If the employee has not been placed by the end of this period, he/she will be administratively terminated.

An employee who returns to work following an unpaid leave will be considered as having continuous service. If an employee does not return from an unpaid leave of absence without pay, the termination date is the last day of the authorized leave period or the date the employee notifies the Superintendent that he or she is not returning, whichever is earlier. Employees who have been administratively terminated pursuant to this paragraph may be considered for reemployment.

(3.8.4) Jury Duty

If an employee is called for jury duty during a period you are regularly scheduled to work, you are not required to use PTO to cover your absence. When you are not impaneled for actual service and only on call, you shall report back to work unless authorized by your supervisor to be absent from your work assignment.

3.8.5) Bereavement

When a death occurs in a regular full-time employee's immediate family, that employee may take up to three (3) days off with pay to attend the funeral or make funeral arrangements. The pay for time off will be prorated for a part-time employee if the funeral occurs on a scheduled workday. The organization reserves the right to require verification of the need for the leave. For the purposes of this policy, immediate family is defined as employee's spouse, parents, stepparents, siblings, children, stepchildren, grandparent, father-in-law, mother-in-law, sister-in-law, son-in-law, daughter-in-law, or grandchild. Should additionally time off be needed, the employee may make arrangements with the Superintendent for additional PTO or unpaid days off.

(3.9) Employee Behavior

(3.9.1) Hours of Duty

(3.9.2) Professional Conduct

Employees shall not use the classroom, nor any other part of school facilities, as a platform for making disparaging remarks against students, parents, teachers, or administrators. Conduct contrary to this policy may constitute grounds for disciplinary action up to and including dismissal.

(3.9.2.1) Ethical Standards

All employees are required to comply with SBE Rule 6B-1.001, Code of Ethics of the Education Profession in Florida and SBE Rule 6B-1.006, Principles of Professional Conduct for the Educational Profession in Florida.

(3.9.2.2) Reporting Requirements

It is the duty of all employees to promptly report to the Principal or the Board Chairperson any alleged misconduct by any employee that affects the health, safety, or welfare of a student. Failure of an employee to report such misconduct shall result in disciplinary action. The report may be made verbally, however, the Principal or Board Chairperson may request written an explanation, which the employee shall be required to provide.

(3.9.2.3) Investigation

The principal shall investigate any allegation of misconduct by an employee that affects the health, safety, or welfare of a student. In the event that the allegation is made against the Principal, the Board Chairperson may contact the authorizing school district to assist with investigating the situation.

Upon receiving a complaint of misconduct, a prompt preliminary investigation will be undertaken to determine if a reasonable basis exists. If the allegation warrants further investigation, the employee who is alleged to have committed such misconduct shall be reassigned to a position not requiring direct contact with students or shall be placed on administrative leave with pay pending the outcome of the investigation.

Information related to the alleged misconduct shall be confidential during the investigation.

(3.9.2.4) Legally Sufficient Complaint

The Principal or Board Chairperson shall file any legally sufficient complaint with the Department of Education within thirty (30) days after the date the school became aware of the subject matter of the complaint. A complaint is legally sufficient if it contains ultimate facts that show that an instructional or administrative employee has committed a violation as provided in 1012.795, F.S., and defined by State Board of Education rule.

(3.9.2.5) Resignation or Retirement in Lieu of Termination

The organization, or any of its employees, shall not enter into a confidentiality agreement regarding terminated or dismissed instructional personnel or administrators, or personnel or administrators who resign in lieu of termination, based in whole or in part on misconduct that affects the health, safety, or welfare of a student, and may not provide instructional personnel with employment references or discuss the personnel's performance with prospective employers in another educational setting, without disclosing the personnel's or administrators' misconduct.

(3.9.2.6) Training

All employees shall be offered the opportunity to go through training on the Code of Ethics and Principles of Professional Conduct. Annually employees will be reminded of the reporting requirements.

of this policy and participate in a refresher discussion regarding the Code of Ethics and Principles of Professional Conduct.

(3.9.2.7) Confidentiality

Employees, volunteers, and board members are bound by ethical and legal codes to protect the confidentiality and privacy of our students and their families and to protect and maintain the confidentiality of all information related to

them. Confidential communications include conversations, grades, progress, reports, forms, correspondence, and computer-generated communications with, about or involving in any way any students or their families.

(3.9.3) Professional Standards

Employees are expected to observe certain standards of job performance and good conduct. When performance or conduct do not meet organizational standards, the school will endeavor when it deems appropriate to provide the employee a reasonable opportunity to correct the deficiency. If, however, the employee fails to make the correction, he or she will be subject to discipline, up to and including termination.

The rules set forth below are intended to provide employees with notice of what is expected of them. Necessarily, however, such rules cannot identify every type of unacceptable conduct and performance. Therefore, employees should be aware that conduct not specifically listed below but which adversely affects or is otherwise detrimental to the interests of the school's other employees, students or parents may also result in disciplinary action.

(3.9.3.1) Job Performance

Employees may be disciplined for poor job performance, including but not limited to the following:

- Below-average work quality or quantity.
- Poor attitude (for example, rudeness or lack of cooperation);
- Excessive absenteeism, tardiness, or abuse of break and lunch privileges.
- Failure to follow instructions or School procedures; or
- Failure to follow established safety regulations.

(3.9.3.2) Misconduct

Employees may be disciplined for misconduct, including but not limited to the following:

- Insubordination.
- Dishonesty;
- Theft;
- Discourtesy;
- Misusing or destroying organization's property or the property of another on organization's premises;
- Violating conflict of interest rules;
- Disclosing or using confidential or proprietary information without authorization;
- Falsifying or altering Organization's records, including the application for employment;
- Interfering with the work performance of others;
- Altercations;
- Harassing, including sexually harassing, employees, students or parents;
- Being under the influence of, manufacturing, dispensing, distributing, using, or possessing alcohol or illegal or controlled substances on Organization property or while conducting School business;
- Gambling on School premises or while conducting organization business;
- Sleeping on the job or leaving the job without authorization;
- Possessing a firearm or other dangerous weapon on organization property or while conducting organization business; [or]
- Being convicted of a crime that indicates unfitness for the job or raises a threat to the safety or well-being of organization, its employees, students, parents or property; or
- Refusing to submit to testing for drugs and/or alcohol.

(3.9.3.3) Attendance

In addition to the general rules stated above, employees may be disciplined for failing to observe the following specific requirements relating to attendance:

Reporting to work on time, observing the time limits for rest and lunch periods, and obtaining approval to leave work early; and

Notifying the Principal in advance of anticipated tardiness or absence.

(3.9.4) Discipline Procedure

Except as set forth elsewhere in the organization's policies, discharge for poor performance ordinarily will be preceded by an oral warning and a written warning.

The organization reserves the right to proceed directly to a written warning for either misconduct or performance deficiency, or to terminate for misconduct without resort to prior disciplinary steps, when the organization deems such action appropriate.

(3.9.4.1) Suspension and/or Dismissal of Instructional and Administrative Support Personnel during Contract Period

Suspension of instructional and administrative personnel during the contractual period shall be by the principal. Whether such suspension will be with or without pay will be at the discretion of the principal. The principal (or designee) shall promptly notify each employee in writing who has been suspended or dismissed and set forth the basis for suspension or dismissal.

(3.9.5) Employment At Will

Nothing in this Guideline is intended to alter the at-will status of employment with the organization.

(3.9.6) Conflicts of Interest

No employee or directors of the organization shall solicit students, employees, or the organization for the selling of goods and services, other than as part of a school or PTA/PTO activity.

No employee shall accept any gift, favor, or service of value from companies or organizations that now are engaged in, or are being considered for, doing business with the organization, with the exception of the PTA/PTO.

Expenses for trips to evaluate products or equipment shall be paid by the organization if previously approved by the Principal. However, once equipment is purchased or leased, personnel may attend training sessions at the expense of the organization if training is included as a service within the purchase or lease price and is approved by the principal.

When a seminar, training, or educational meeting or session is provided by an industry representing more than one company and offered at no cost, or at reduced or partial costs, to staff, and the resulting knowledge or training is judged by the Principal (or designees) to be in the organization's interest with no advantage or obligation given to an individual company, and to be no conflict of interest, the principal (or designee) may authorize attendance.

No employee shall accept other employment which might impair the employee’s independence of judgment in the performance of duties for the organization.

Violation of this policy may constitute grounds for dismissal from employment.

(3.9.7) Financial Obligations

Employees are expected to handle their personal financial obligations in such manner as to prevent the involvement of the organization.

(3.9.8) Political Activities

Employees are not allowed to conduct in activities support or denouncing individual political candidates or views which conducting activities for the organization. The use of organizational resources for political activities is strictly prohibited. Should an employee choose to campaign for and hold an elective public office, the principal will ensure proper safeguards are put into place to ensure that the campaign or elected duties do not interfere with the role the employees play at the organization.

(3.9.9) Academic Freedom

It is the rightful duty of a qualified teacher to encourage within students a never-ending search for truth in its many forms. Such a search may inevitably lead to areas of controversy. It is the belief of the organization that discussion of such issues, dealing with local, state, national and international affairs,

shall be encouraged. Free, logical, and intelligent dialogue within the classroom is a necessity in the search for truth. Such freedom of expression should be viewed, not simply as a constitutional guarantee, but as a fundamental necessity for the successful practice of scholarship in a free society. All sides of such controversial issues shall be presented where reasonable and feasible in the judgment of the teacher and principal.

It is recognized that the application of this principle in a K-12 program differs somewhat from its application at higher educational levels. Teachers shall consider the relative level of maturity of their students and their need for guidance in the study of such issues to arrive at objective and balanced views.

Teacher use of potentially controversial materials: It is the responsibility of the teacher (or other instructional staff member) that intends to use materials that may be considered offensive to reasonable persons within the community, to notify the principal of the potentially controversial materials. It is the principal's responsibility to ensure that the materials used are at grade level or below, and appropriate and consistent with the Sunshine State Standards. If the materials are potentially controversial, a notice will be sent home to the parents giving them the opportunity to allow their student to do an alternative project.

(3.9.10) Reporting Legal Infractions

All employees are required to promptly notify the principal if they are arrested or given a Notice to Appear for any criminal offense, including driving under the influence (DUI) and other criminal traffic offenses and local ordinance violations punishable by any period of incarceration, or charged in any way with such offenses. In the event that the employee in question is the principal, he or she shall report said legal infraction(s) to the Chairman of the Board. Once a report has been made, the supervisor shall determine whether this offense could make the employee ineligible for employment under § 1012.315, F.S., and take such actions as are deemed necessary.

(3.9.11) Whistleblower Policy

The organization requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the organization. As representatives of the organization, such individuals must practice honesty and integrity in fulfilling their responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the organization has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the organization to raise serious concerns about the occurrence of illegal or unethical actions within the organization before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the organization have a responsibility to report any action or suspected action taken within the organization that is illegal, unethical or violates any adopted policy of the organization. Anyone reporting a violation must act in good faith, without malice to the organization or any individual at the organization and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a

serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action.

(3.9.12) Occupational Safety

The organization is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every employee. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the organization that accident prevention shall be considered of primary importance in all phases of operation and administration. The organization's administration is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce the organization's safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

(3.9.12.1) Accident/Incident Reporting

It is the duty of every employee to immediately, or as soon as is practical, report any accident or injury occurring during work or on the organization's premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

(3.10) School Rights

(3.10.1) Employment of Relatives

No prospective employee shall be hired in which a close relative holds an administrative or supervisory position that directs an employee directly or indirectly.

No prospective employee shall be hired without disclosure of a close relative holding any position within the school or as a member of the Governing Board.

If a close relative is employed by the organization. Both parties shall agree in writing to maintaining professional conduct while on duty or at school related activities.

If the close relative is a member of the Governing Board, the Board member shall abstain from any motions that directly involve employment matters or financial gain for the specific relative employee.

Close relative shall be defined as the first degree of kindred: husband, wife, father, mother, brother, sister, son, daughter, and in-laws of the same degree.

(3.10.2) Pre-Work Physical Examinations

Pre-work physical examinations are required of some employees, as mandated by Florida Law, and as prescribed by these policies.

(3.10.3) Initial Appointment

Except as otherwise provided for in Florida Statute, applicants for teaching positions must be eligible for a Florida Certificate and qualified for the positions for which they are recommended.

Appointments shall be made only by the principal. The organization may offer contracts to outstanding applicants as early as November in anticipation of openings for the following school year. Priority shall be given to the employment of elementary teachers who are competent to teach reading and/or mathematics skills and concepts. Teachers who profess such competencies but do not or cannot demonstrate them, whether deliberately or not, may be terminated at the discretion of the principal. The organization may require newly appointed teachers to participate in staff development activities up to 40 hours in reading, language arts, mathematics, science, and social studies. Such training shall be given outside regular school hours at no cost to the teacher.

An adjunct instructor may be employed on an annual, daily, or part-time hourly basis, and shall not be eligible for a professional services contract.

Employment decisions shall be made by the principal, subject to guidelines and requirements set forth by the Governing Board and to the annual budget.

(3.10.3.1) Background Screening

Prior to employment, candidates must be screened by the organization using the Department of Education's electronic screening tools. The school shall also check each reference from the prospective employee's previous employers and character references when provided and reasonably feasible. All employment candidates that pass the screening shall undergo a level 2 background check with the school district to ensure they are eligible for employment under § 1012.315, F.S.

(3.10.3.2) Initial Probationary Period

Employees shall be subject to an initial probationary period of ninety (90) calendar days. Should the employee be discharged for unsatisfactory performance during such initial probationary period, as provided in Section 443.131, Florida Statutes, the School will not be liable for any unemployment compensation benefits.

(3.11) Employee Rights and Responsibilities

(3.11.1) Professional Education

The organization and the school district conduct various types of professional development opportunities which shall serve to increase the efficiency of all staff members, instructional, administrative, and supportive. Staff members are expected to participate in such professional education activities. Days and times designated as pro-ed or training must be used as such unless the principal agrees to another use of the time in writing.

(3.11.2) Copyrights and Patents

In those instances, in which a product is clearly outside the job description of an employee, the results of those employee's work are the employee's private property. Organization employees have the privilege to do research, write articles, pamphlets, and books, and to present papers before learned societies, to enter into contracts for the publication of their works, to procure copyrights and patents for their products, and to receive royalties that may

accrue to them as a result of the sale of such works. Such work may not interfere with the performance of the employee's regular or assigned duties.

When such a product is connected with the employee's work assignment, and the employee desires to obtain a copyright or patent, a written outline of the project and a statement of the employee's intent to acquire a copyright or patent shall be presented to the principal who shall have sixty (60) days to determine whether the school shall have an interest in such a product. If, at the end of such a sixty (60) day period, the employee has received no such statement from the principal, the employee shall be free to consider such a product as personal property. In the event the principal informs the employee that the organization has an interest in such product, the employee and the organization may enter whatever contractual agreement(s) may be in their mutual interests.

(3.11.3) Reproduction of Copyrighted Materials

Organization employees are expected to be familiar with and adhere to the provisions of the copyright laws currently in force under Title XVII of the United States Code. Any reproduction of copyrighted materials shall be done either with permission of the copyright holder or within the bounds of the "fair use" doctrine of the copyright law; otherwise, the individual employee responsible for reproduction may be liable for breach of copyright under existing laws.

(3.11.4) Transporting Students

Unless an employee is transporting a student at the direction of the principal, during an emergency, or during an officially approved trip in accordance with organization procedures, such transportation shall be furnished at the employee's own risk or liability. The organization does not expect employees to transport students except when such transportation is provided during an emergency or an officially approved trip. An employee who provides such transportation except for an emergency or during an officially approved trip shall be acting outside the scope of that employee's employment.

Each employee must provide a copy of a valid driver's license and proof insurance to the organization prior to transporting any student for any reason.

(3.11.5) Smoking of Tobacco Products on School Property

The purpose of this policy is to comply with the "Florida Clean Indoor Air Act" in protecting the public health, comfort, and environment by creating areas in all school facilities that are free from tobacco smoke. No person may be in possession of a lighted cigarette, lighted pipe, lighted cigar, or any other lighted tobacco product, in any school facility, including the outside grounds, or within 100 feet of any building or area used by the organization. No areas for smoking shall be designated on the organization's property, or within 100 feet of any building or area used by the organization. Students and staff members found in possession of tobacco products will face disciplinary actions as described within this policy manual. Other adults found in possession may be restricted from access to organizational property based on the circumstances of the incident.

(3.11.6) Drug-Free and Alcohol-Free Workplace

This policy is derived from, and complies with, the Drug-Free Workplace Act of 1988. Additionally, the purpose of this policy is to comply with the Federal Highway Administration (FHWA) regulations for the establishment and implementation of anti-drug programs in the motor carrier industry as set forth in Title 49 of the Code of Federal Regulations (CFR) Parts 391 "Qualifications of Drivers" and 394 (Notification and Reporting of Accidents." These parts of the CFR include, by reference, the requirements of 49 CFR Part 40 "Procedures for Transportation Workplace Drug Testing Programs" which apply to all Department of Transportation regulated industries and set forth the procedural requirements for testing, from urine sample collection through analysis and verification of test results.

(3.11.6.1) Prohibition

Employees are prohibited from engaging in the unlawful manufacture, distribution, dispensing, possession, being under the influence of, or use of alcohol and/or a controlled substance (as defined in Chapter 893 of the Florida Statutes): in the workplace; or during the workday; or when on duty; or in the presence of students or students' families as part of any work-related activities. Violation of this prohibition shall result in appropriate disciplinary action up to and including termination and referral for prosecution.

(3.11.6.2) Drug-Free and Alcohol-Free Workplace

A drug-free and alcohol-free workplace shall be maintained. Each employee shall be given a copy of this policy as part of this Policy Manual. Additionally, each employee shall be notified that, as a condition of employment, the

employee will abide by the terms of this policy and notify the employer of any criminal drug and/or alcohol statute conviction for a violation occurring in the workplace no later than five days after such conviction. The employer will initiate certification/revocation proceedings pursuant to Section 1012.795 F.S. for certificated employees convicted of criminal charges. Within thirty (30) days of notification, appropriate personnel action against such an employee shall be taken, up to and including termination. Employees can also be required to participate satisfactorily in a drug and/or alcohol abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency.

(3.11.6.3) Drug and Alcohol Testing

The organization retains the right to perform testing for Drugs and Alcohol at the following times:

- Pre-employment testing: All individuals whom the organization intends to hire on a permanent or temporary basis may be tested at the discretion of the organization.
- Reasonable Suspicion Testing: When a covered employee's conduct or appearance is directly observed as indicative of being under the influence of a drug or alcohol during on- duty time.
- Post-Accident Testing: As soon as practicable following an accident, a driver (unless deceased) shall be tested for alcohol and controlled substances when any person involved in the accident has been fatally injured or the covered employee received a citation for a moving traffic violation arising from the accident. Testing will be conducted not later than thirty-two (32) hours after the accident for drugs and not later than eight (8) hours after the accident for alcohol. For the purpose of this rule an accident is defined as an incident involving a commercial motor vehicle in which there is either a fatality, an injury treated away from the scene, or a vehicle is required to be towed from the scene.
- Follow-Up Testing: As part of or as a follow-up to counseling or rehabilitation the covered employee is subject to unannounced follow-up drug or alcohol testing. The covered employee shall be subject to a minimum of six (6) follow-up drug or alcohol tests in the first twelve (12) months.
- Random Testing: Random testing can be performed at any point in time at the discretion of the principal.
- Return to Duty Testing: Before a covered employee returns to duty requiring the performance of a safety-sensitive function after engaging in a prohibited conduct the covered employee shall undergo a return-to-duty test. In the event a return-to-duty test is required, a substance abuse professional (SAP) must also evaluate the covered employee and the employee must participate in any assistance program prescribed.

(3.11.6.4) Testable Substances

Individuals shall be tested for the following drugs: marijuana, cocaine, opiates, amphetamines, phencyclidine (PCP), alcohol, and all other illegal or controlled substances. Covered employees who engage in prohibited drug and/or alcohol related conduct must be immediately removed from duties. Such removal shall be affected for the following, in addition to other actions deemed dangerous or improper by the principal.

Using alcohol while performing safety-sensitive functions.

When required to take a post-accident alcohol test, using alcohol within eight (8) hours following the accident or prior to undergoing a post-accident alcohol test, whichever comes first.

Refusing to submit to a drug or alcohol test required by post-accident, reasonable suspicion, or follow-up test requirements.

Reporting for duty or remaining on duty, requiring the performance of safety-sensitive functions, when the covered employee uses any drug, except when instructed by a physician who has advised the covered employee that the drug does not adversely affect the covered employee's ability to safely operate a CMV.

Reporting for duty, remaining on duty or performing a safety-sensitive function, if the covered employee tests positive for drugs.

(3.11.6.5) Disciplinary Consequences If Positive Results

- Disciplinary action up to and including termination may be instituted against covered employees who have violated the standards of conduct cited in this policy. Nothing will preclude the organization from seeking prosecution for violation of this policy where the Board deems appropriate. An employee who receives a positive drug test result or an alcohol test result (.04 or greater concentration) from a required test during on-duty time will be immediately suspended without pay and recommended for dismissal. An employee who refuses to submit to a required alcohol or controlled substances test will be immediately suspended and recommended for dismissal. Refusal to submit to an alcohol or controlled substances test is defined as: (1)

failing to provide adequate breath for testing without a valid medical explanation after the employee has received notice of the requirement for breath testing; (2) failing to provide adequate urine for controlled substances testing without a valid medical explanation after the employee has received notice of the requirement for urine testing; or (3) the employee engaging in conduct that clearly obstructs the testing process. The employee will be provided with the name(s) of a qualified substance Abuse Professional (2) (SAP) and resources available from which the employee may choose to seek assistance.

- An offer of employment will be withdrawn for any individual who receives a positive drug test result or who receives a result showing an alcohol concentration of .02 or greater on a required pre-employment test.
- An employee who receives a result showing an alcohol concentration of .02-.039 from a required test shall be removed from performing any safety-sensitive function for a minimum of twenty-four (24) hours. Duty time missed shall be charged to unpaid leave or may be charged to PTO time if available. Disciplinary action will be taken in accordance with these policies.
- An employee who receives a result showing an alcohol concentration of .02-.039 from a required post- accident test shall be removed from performing any safety-sensitive function for a minimum of twenty- four (24) hours. Duty time missed shall be charged to unpaid leave or may be charged to PTO time if available. Any covered employee who is cited and found guilty of a violation as a result of involvement in an accident will also receive a letter of reprimand. Disciplinary action for subsequent incidents will be taken in accordance with these policies.
- An employee who is convicted of felony driving under the influence (DUI) or any drug related offense will be recommended for dismissal. As used in this policy, conviction is defined as a finding of guilt, a plea of guilt, a plea of *Nolo Contendre*, or entering a Pre-Trial Intervention (PTI) program, whether there is a formal adjudication of guilt.

(3.11.6.6) Confidentiality

- The laboratory may disclose test results only to the principal. Any positive results which the organization justifies by acceptable and appropriate medical or scientific documentation to account for the result as other than the intentional ingestion of an illegal drug will be treated as a negative test result and may not be released for the purpose of identifying illegal drug use. Test results will be protected under the provision of the Privacy Act, U.S.C. Section 552 an et seq., and Section 503(e) of the Act, and may not be released in violation of either Act. The school may maintain only those records necessary for compliance with this order. Any records of the organization, including drug test results, may be released to any management official for purposes of auditing the activities the organization, except that the disclosure of the results of any audit may not include personal identifying information on an employee.
- The results of a drug test of an employee may not be disclosed without the prior consent of such employee, unless the disclosure would be:
- To the Principal, who has authority to take adverse personnel action against such employee; To any supervisory or management official within the organization having authority to take adverse personnel action against such employee.
- Pursuant to the order of a court of competent jurisdiction or where required by the organization to defend against any challenge against any adverse personnel action.
- Any covered employee who is the subject of a drug or alcohol test shall, upon written request, have access to any records relating to the employee's drug test, the results of any relevant certification, review or revocation of certification proceedings as referred to in 49 CFR Part 40 of this Act. Except as authorized by law, an applicant who is the subject of pre-employment drug testing, however, shall not be entitled to this information.
- All drug testing information specifically relating to individuals is confidential and should be treated as such by anyone authorized to review or compile program records. To efficiently implement this order and to make information readily retrievable, the Superintendent shall maintain all records relating to reasonable suspicion testing, suspicion of tampering with evidence, and any other authorized documentation necessary to implement this order. Such shall remain confidential and maintained in a secure location with limited access. Only authorized individuals who have a "need to know" shall have access to them.

(3.11.7) Teacher Certification Standards

(3.11.7.1) Applicable Standards

In the absence of Florida Statutes or State Board of Education Rules mandating teacher certification requirements, the principal is directed to establish and keep in force procedures for appropriate certification guidelines. The

provision of the Standards shall apply to all teaching certificates issued for grades K-12. When state-mandated certificates are available, all such certificates issued by the organization shall become null and void.

(3.11.7.2) Certification Renewals

Professional staff members are required to maintain their state educator certification in accordance with Florida regulations. Staff members are responsible for the completion and submission of all applicable forms and fees for the certification renewals. Once a professional staff member has renewed their certification, they must provide a copy of the certification to their supervisor.

(3.11.8) Familiarity with Statutes, Rules and Policies

All instructional personnel are expected to be familiar with Florida Statutes, State Board of Education Rules, and Policies of the School, which have reference to their responsibilities as educators. When in doubt about the existence or applicability of any such statute, rule or policy, personnel should check with the principal. Copies of Florida Statutes and State Board of Education Rules can be obtained from county law libraries, courthouses in St. Petersburg and Clearwater and the Internet.

(3.11.9) Tutoring

No teacher shall receive compensation for tutoring a student who is enrolled in the teacher's class during the regular school term. No tutoring by teachers for compensation is allowed on the organization's property. Tutoring is defined as reviewing curriculum that is taught within the classroom.

(3.11.10) Membership in Organizations

Membership in any organization shall not be a condition for employment by the organization.

(3.11.11) Professional Development Trade Hours

To encourage instructional and administrative staff members to participate in outside professional development activities, the school agrees to offer Professional Development Trade Days [PDTD] to employees. Periodically throughout the year professional development days are scheduled, staff members may utilize accumulated PDTD so that they may not report to work on some professional development days or be allowed to leave early on early release days. If a staff member wants to participate in a professional development activity outside of their normal work hours, and count the training as a PDTD, the employee will ask the principal for permission to attend the training as a PDTD. The principal has the discretion to allow or disallow the training to be used as PDTD. The principal also has the option to disallow specific professional development days to be missed by staff members if the offering on that day is important to the mission of the school.

(3.11.12) Reappointment or Non-Reappointment of Certified Personnel Not Under Continuing Contract

Teachers with annual contracts will receive notification by May 15 if they are being asked to return the following school year.

(3.12) Resignations

(3.12.1) Instructional Staff

Instructional employees who for any reason intend to retire or resign at the end of the current school year are encouraged to indicate their plans in writing to the principal as early as possible, but no later than June 1. Letters of resignation shall be submitted to the Superintendent/CEO/designee. The letter should state reasons and an effective date for the resignation.

It is the practice of the organization to release individuals who resign for good cause prior to July 1 of each year. After July 1, a certificated employee may resign, however, the organization reserves the right to pursue all legal options available to it and may require monetary restitution from the employee for any funds the employee may have received for the new fiscal year.

(3.12.2) Support Staff

Support staff who wish to resign should address a letter of resignation to the principal. The letter should state reasons and an effective date for the resignation. The organization requests employees provide fourteen (14) days written notice prior to resignation whenever possible.

(3.13) Reduction in Force

(3.13.1) Instructional Staff

If it becomes necessary to reduce the number of teachers due to a decrease in enrollment, school reorganization or the financial condition of the school, the organization will act to retain the most qualified teachers best able to serve the needs of the school's students. Seniority will not be the primary consideration for which staff members will be retained.

(3.13.2) Support Staff

The organization is authorized to reduce the number of support staff when in the principal's sole discretion factors including, but not limited to, decreases in student enrollment, School reorganization or financial reasons necessitate such reduction. In making such staff reductions, the organization will seek to retain those staff members best able to serve the needs of School's students.

(3.14) Travel and Entertainment Expenses

(3.14.1) Prior Approval

The charter school recognizes that employees who travel far from home to represent the charter school's business interests must forego their living accommodations and may forfeit personal time. Accordingly, the charter school will make efforts to provide comfortable and secure accommodations for lodging, meals, and travel for employees. However, these items are not intended to be prerequisites, and the charter school reserves the right to deny reimbursement of expenses that are considered lavish or extravagant. Prior to any travel or entertainment being conducted on the organization's behalf the employee must first obtain the prior approval of the principal if the person making the request is the principal permission should be obtained from the Board Chairperson.

(3.14.2) Travel Arrangements

All arrangements required for business travel are to be made by the individual participating in the travel. The principal shall provide a form which will collect all pertinent travel information. For maximum savings on airfares, this form should be completed 30 days in advance unless this is not possible due to the nature of the trip. Unless otherwise agreed to by the principal all expenses shall be paid by the employee to be reimbursed by the organization afterwards. The organization discourages the use cash advances to pay for travel expenses. However, should a cash advance be necessary under special circumstances and the principal approves such, all receipts must be submitted for the funds advanced.

Any amount not covered by the receipts shall be returned to the school upon the conclusion of the travel. If the funds are not returned, they shall be deducted from the employee's paycheck. Direct billing to the charter school from hotels, restaurants, etc. are not permitted.

(3.14.3) Expense Guidelines

Expenses will be paid in accordance with the expense reimbursement policy located in section seven (7) of this Policy Manual.

(3.14.4) Expense Report Preparation and Reimbursement

All business travel and entertainment expenditures incurred by employees are reimbursed using a standard Expense Report attached to the Travel Arrangements form which shall be made available by the principal. Expense reports should be completed and turned in within two weeks of return or incurrence of expenses. Expense report forms must be filled out and totaled completely. Use the appropriate headings and total daily. Required receipts for items charged must be attached to the report. Any questions regarding completion of the report should be directed to the principal or bookkeeper for the organization.

Upon completion, the expense report along with all attachments should be turned into the employee's supervisor for approval. After approval, the expense report is submitted to the bookkeeper or designee for processing and reimbursement. To expedite reimbursements, the employee should ensure that the report is completed properly, required documentation is attached, proper authorization has been obtained, and any unusual items are properly explained and documented. Authorized expense reports will be reimbursed by check, normally within two weeks after receipt by the bookkeeper or designee.

(3.14.5) Local Travel Reimbursement Report Preparation

All local travel expenditures incurred by employees on behalf of the organization are reimbursable if approved by the employee's supervisor. Employees should complete an Expense Report to request reimbursement for these expenses. Upon completion, the expense report along with all attachments should be turned into the employee's supervisor for approval. After approval, the expense report is submitted to the bookkeeper or designee for processing and reimbursement. To expedite reimbursement, the employee should ensure that the report is completed

properly, required documentation is attached, proper authorization is obtained, and any unusual items properly explained and documented.

(3.15) Staff Teams

The principal shall designate specific teams of staff members to accomplish various tasks throughout the year. The following are required staff teams that will be set each year, and the principal may appoint others on an as needed basis:

(3.15.1) School Advisory Team

The advisory team will consist of representatives from various teams of staff members throughout the organization. The advisory team will advise the principal as part of a decision-making process to ensure staff participation in decision making.

(3.15.2) Staff Behavior Team

The behavior team will review the school's behavior policy, matrix, and consequences annually and advise the principal on necessary changes to these documents. The behavior committee shall also serve as an appeal board when a parent wishes to appeal a referral or decision made by administrator, as outlined elsewhere within this policy. The team shall be comprised of at least five members in addition to the principal. A staff member shall be appointed as chair, who shall not be the principal.

(3.15.3) School Based Leadership Team

The School Based Leadership Team shall be a group of experienced educators who come together to brainstorm researched based interventions to assist specific students and student groups who are struggling. The school-based leadership team is further defined in Teaching and Learning section of this policy manual.

(3.15.4) Master Schedule Team

The master scheduling team shall annually meet with the principal to provide advice on the development or modification to the school's master schedule.

ATTACHMENT S: STUDENT ENROLLMENT APPLICATION

EDUCATION INFORMATION

School Use Only SP: _____ T/B/E: _____ Grade: ____ Date Rec: _____ Date Contact: _____
Sib Grade: _____ Comments: _____

STUDENT ADMISSIONS APPLICATION (FORM NEEDS TO BE DUPLICATED)

2027-2028- GRADE 6 STUDENT NAME:

(Last, First, Middle Initial) _____

Birth Date: _____ Age on September 1, 2026 _____

Gender: ☐ Male ☐ Female

PrimaryAddress:_____

City: _____ State: _____ Zip: _____

Parent 1/Guardian: _____ Parent 2/Guardian: _____

Home Phone #: _____ *Work Phone #*: _____

Email Address (Parent 1/Guardian): _____

Email Address (Parent 2/Guardian): _____

Names of Siblings Applying to ACTI 2027-2028 School Year:

Sibling Last Name

First Name

Current School of Enrollment

Current Grade_____

Important Information:

- **Knowingly making any false statement on this application shall void acceptance. Any information determined to be false upon or after enrollment may be grounds for immediate dismissal from The Academy.**
- **The making of a false statement under the oath of this application may subject the maker to criminal penalties under the laws of the state of Florida.**
- **If your child is selected in the lottery, placement is not guaranteed in a specific grade, class, or with a specific teacher. Actual placement will be determined by the school's ability to meet your child's needs.**
- **Promotion and retention decisions made by other Florida Public Schools will largely be honored by Academy of Career and Technical Innovations when placing students in appropriate grade levels.**
- **All requested information is kept confidential and will be used by the school for informational purposes only.**

- **Parents and guardians hereby agree to abide by all policies and procedures. Parents are an important part a child's education; therefore, participation and a commitment to support the Academy's mission is essential.**
- **This is NOT a registration form. Applying does not imply or secure enrollment.**

By signing this application, parent and guardians agree to all information contained herein and certify that all information provided is true and correct.

Parent/Guardian Signature: **Date:**

Admissions Lottery Information

Applications must be submitted on the business days falling between January 15, 2027 and March 15, 2027. The lottery for student placement shall be conducted no later than March 31, 2027. Parents of students selected for admission will be notified beginning April 5, 2027. Registration must be completed within 14 calendar days from being accepted. Student applications submitted after March 14, 2027 shall be placed in the appropriate class if there is no waiting list. Students not selected for placement in the lottery or where classes are full, will be placed on a waiting list for the possibility of placement at a later date.

Please Submit Completed Application To:
Academy of Career and Technical Innovations
Applications will be accepted in person or by email at xxxx@ACTI.com

This application is ONLY valid for the 2027-28 school year.

ATTACHMENT T: EVIDENCE OF DEMAND FOR THE SCHOOL (E.G. PETITIONS OR INTENT TO APPLY FORMS) OR SUPPORT FROM INTENDED COMMUNITY PARTNERS (E.G. LETTERS OR INTENT/ COMMITMENT, MEMORANDA OF UNDERSTANDING, OR CONTRACTS), IF APPLICABLE

FSCJ
Florida State College at Jacksonville

John Avendano, Ph.D.
Office of the College President

February 14, 2025

Clay County School Board
800 Walnut Street
Green Cove Springs, FL 32043

Dear Members of the Clay County School Board,

I am writing to express my strong support for the charter school application submitted by The Peterson Group to establish the Academy of Career and Technical Innovations (ACTI) in Clay County.

As a college president deeply invested in the well-being and growth of our community, I believe that ACTI will be a valuable addition to our educational landscape. The proposed school's innovative approach to integrating Career Technical Education (CTE) with traditional academic learning aligns well with the needs and aspirations of our community.

I am particularly impressed by the following aspects of ACTI:

- **Focused Curriculum:** ACTI's emphasis on CTE from as early as 6th grade allows students to earn professional certifications alongside their high school diplomas, equipping them with practical skills and a competitive edge for future employment.
- **Employment Opportunities:** The school's establishment will create new job opportunities for local educators and support staff, further enriching our community's economic landscape.
- **Community Partnerships:** ACTI is committed to fostering strong relationships with local businesses and industries, enhancing the practical aspects of its curriculum and ensuring that education translates directly to employability.
- **Student Preparation:** The school's curriculum is designed to prepare students for success in a rapidly changing world by emphasizing skills such as problem-solving, critical thinking, and adaptability.

ACTI promises to enhance educational choices for Clay County families, providing a unique and rigorous learning environment that complements our existing school options. This diversity in educational approaches is crucial for meeting the varied needs and learning styles of our student population.

I am also confident in The Peterson Group's ability to successfully implement and manage this innovative educational model. Their commitment to excellence and a proven track record in educational initiatives provide assurance that they will deliver on their promises.

501 West State St., Jacksonville, FL 32202 john.avendano@fscj.edu | (904) 632-3222

In conclusion, I wholeheartedly endorse the application for the Academy of Career and Technical Innovations. I believe this school will not only benefit its future students but will also contribute positively to the overall educational ecosystem and economic vitality of Clay County.

Should you require any further information, please do not hesitate to contact me.

Sincerely,

John Avendano, Ph.D.
President

Board of County Commissioners

Commissioner Betsy Condon

P.O. Box 1366
477 Houston Street
Green Cove Springs, FL
32043

County Manager
Howard Wanamaker

Commissioners:
John Sgromolo
District 1

Alexandra Compere
District 2

Jim Renninger
District 3

Betsy Condon
District 4

Kristen Burke, DC
District 5

Switchboard:
GCS (904) 284-6300
KH (352) 473-3711
KL (904) 533-2111
OP/MBG (904) 269-6300
www.claycountygov.com

May 18, 2026

Dear Whom It May Concern,

I am writing very much in support of your approval of the Academy for Career and Technical Innovations. I believe this is an option the students and families in Clay County need and will embrace. There is nothing quite like it currently offered in our school district. Additionally, our businesses and contractors are asking for these kinds of learning opportunities when I meet with them. By beginning these foundational skills in the middle school years, we will capture students' interests more by diversifying their experience and really change the way students look at high school and career readiness.

I have served on both the Clay County Board of County Commissioners and the Clay County School Board and I believe the success of this school will surpass expectations. Parents and students want these opportunities especially located in the Middleburg/Oakleaf Area. Many of my constituents want an option like this for their children and would embrace the convenience of the location and the curriculum offered. While Clay County Schools offer some fantastic career and technical programs, I don't believe they offer an option like this and believe it would compliment what the school district is unable to provide at this time.

If I can be of any assistance or answer any questions for you, please don't hesitate to reach out!

Sincerely,

Betsy Condon

Betsy Condon

Clay County Board of County Commissioners, District 4

Clay County School Board Member District 3 2014-2018

Business Owner



Mary Beth Raulerson
Owner, By Your Side Senior Care
1515 Business Center Drive, Suite 3
Fleming Island, FL 32003
904-579-3059 | mbjohnson@byyoursidefl.com

June 9, 2026

Erin Skipper
Chair, District 1 Board of Education
900 Walnut Street, Green Cove Springs, FL 32043

RE: Letter of Support — Charter Application for ACTI (Academy for Career and Technical Innovations), a Career and Technical Education School (Grades 6–12)

Dear Ms. Skipper and Members of the School Board,

My name is Mary Beth Raulerson, and I am the owner of By Your Side Senior Care, a Home Health Agency that has proudly served the Fleming Island and Clay County communities for the past eight years. I am writing to express my strong support for the charter application of ACTI (Academy for Career and Technical Innovations) and to highlight the tremendous opportunity this school presents for both students and local employers.

As a healthcare provider, one of the greatest challenges we face is finding qualified, compassionate individuals to serve our growing senior population. The demand for Certified Nursing Assistants (CNAs), Home Health Aides (HHAs), and other healthcare professionals continues to rise, yet there are not enough workforce development opportunities available to prepare students for these careers before they graduate high school.

ACTI offers a solution. By providing career and technical education pathways beginning in middle school and continuing through high school, ACTI can introduce students to healthcare careers early, equip them with industry-recognized certifications, and prepare them for immediate employment or further education in the healthcare field.

As a local employer, I see significant potential for partnership between ACTI and By Your Side Senior Care. We would welcome opportunities to collaborate with the school through career exploration events, guest speakers, job shadowing experiences, internships, clinical exposure opportunities, and employment pathways for students pursuing careers as Home Health Aides and CNAs. Building these connections while students are still in school helps create a stronger workforce pipeline and provides young people with meaningful career opportunities right here in Clay County.

By Your Side Senior Care

Beyond the workforce benefits, ACTI represents an investment in our community's future. It creates pathways for students to graduate with real skills, real credentials, and a clear understanding of how their education connects to meaningful careers. For healthcare providers like ours, it helps address critical workforce shortages while ensuring that residents receive the care and support they need.

I strongly encourage the School Board to approve ACTI's charter application. This school has the potential to become a valuable partner to local businesses, healthcare organizations, and families throughout Clay County while preparing the next generation of skilled professionals.

Thank you for your consideration and for your commitment to expanding educational opportunities for our community's students.

With respect and appreciation,

Mary Beth Raulerson

Mary Beth Raulerson
Owner, By Your Side Senior Care
Fleming Island, FL

1515 Business Center Drive, Suite 3
Fleming Island, FL 32003

www.byyoursidefl.com
904-579-3059

ATTACHMENT U: EVIDENCE OF FACILITY FUNDING SOURCE

Suncoast Credit Union

June 29, 2026

Latanya E Peterson

Thank you for your consideration of Suncoast Credit Union ("Suncoast") with regards to the financing needs related below. The purpose of this Term Sheet is to provide you with a proposal to provide commercial financing to the **Academy of Career and Technical Innovations, Inc**. This offer is contingent upon, among other things, the final loan approval of the Business Loan Committee of Suncoast. In that regard, Suncoast proposes the following:

Borrower:	Academy of Career and Technical Innovations, Inc
Personal Guarantors:	All owners joint and several.
Loan Amount:	$3,000,000
Loan Origination Fee:	0.75% of the Loan Amount. Half due upon the issuance of a commitment letter being issued and the remaining half at closing.
Term:	Revolving Line of Credit with two-year renewal
Interest Rate:	WSJ Prime + .25%
Deposit Requirement:	Full commercial banking relationship
Prepayment Penalty:	None
Intangible Tax:	None
Miscellaneous:	Such other commercial loan documentation, financial and underwriting information as is determined by Suncoast in its sole discretion

Any and all matters set forth in this Term Sheet are made without prejudice, may be withdrawn at any time and are non-binding and not to be considered or construed as a commitment to lend; it being expressly agreed between the parties hereto that the Loan is, as more particularly set forth herein, subject to final approval of the Business Loan Committee of Suncoast.

Your consideration is appreciated.

Tiger Hofman

Tiger Hofman
Commercial Relationship Manager

CC: Dominic DiMaio Vice President Commercial Services
CC: Mike Briggs Executive Director Business Lending

Borrower Acceptance:

_____
Printed Name:

Date: _____

ATTACHMENT W: FLORIDA CHARTER SCHOOL REVENUE ESTIMATING WORKSHEET

10 (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

Revenue Estimate Worksheet for Academy of Career and Technical Innovations Charter School

Based on the 2025-26 FEFP Fourth Calculation

School District: Clay

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation: $5,372.60 | Comparable Wage Factor: 1.0000 | Small District Factor: 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	0.00	1.108	0.0000	$ -
111 Basic K-3 with ESE Services	0.00	1.108	0.0000	$ -
102 Basic 4-8	77.00	1.000	77.0000	$ 413,690
112 Basic 4-8 with ESE Services	42.00	1.000	42.0000	$ 225,649
103 Basic 9-12	0.00	0.972	0.0000	$ -
113 Basic 9-12 with ESE Services	0.00	0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	0.00	1.165	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	13.00	1.165	15.1450	$ 81,368
130 ESOL *(Grade Level 9-12)*	0.00	1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	132.00		134.1450	$ 720,707

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE (Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
Small District ESE Supplement		$ -
Total Additional FTE	0.0000	Additional Base Funds: $ -
Total Funded Weighted FTE	134.1450	Total Base Funding: $ 720,707

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the administrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$ 720,707	X	6.67%	$ 48,071
Growth Portion (0.54% of Conference Base Funding)	(a)	$ 720,707	X	0.54%	$ 3,892
Total Salary Increase Allocation					$ 51,963

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above, less any 113 gifted FTE.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
0.00	PK-3	251	$ 982	$ -
	PK-3	252	$ 3,170	$ -
	PK-3	253	$ 6,470	$ -
42.00	4-8	251	$ 1,101	$ 46,242
	4-8	252	$ 3,290	$ -
	4-8	253	$ 6,589	$ -
0.00	9-12	251	$ 784	$ -
	9-12	252	$ 2,972	$ -
	9-12	253	$ 6,272	$ -
Total FTE with ESE Services: 42.00			Total ESE Guarantee	$ 46,242

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 132.00 ÷ District's Total UFTE: 40,856.52 = 0.3231%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 134.15 ÷ District's Total WFTE: 43,712.28 = 0.3069%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share. Charter School UFTE: 132.00 ÷ Scholarship UFTE: 37,731.02 = 0.3498%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 132.00 ÷ District's Total Non-Virtual UFTE: 39,733.49

					=	0.3322%	
3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's							
UFTE share. Charter School UFTE:		132.00	÷	District's Total Non-Scholarship Non-Virtual UFTE:		36,607.99	
					=	0.3606%	
4. Educational Enrichment Share (Non-Virtual UFTE share)			(e)	10,158,661	x	0.3322%	$ 33,747
5. Discretionary Millage Compression Allocation							
.748 Mills (UFTE share)			(b)	20,198,238	x	0.3231%	$ 65,261
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)			(f)	3,396,921	x	0.3606%	$ 12,249
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)			(d)	2,466,980	x	0.3498%	$ 8,629
8. Academic Acceleration Options Supplement (Value share)			(g)				
Acceleration Value		Acceleration Value *Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.*					
Advanced Placement							
International Baccalaureate							
Advanced International Certificate							
Industry Certified Career Education							
Early High School Graduation							
Dual Enrollment							
						School total value	-
						District total value	2,015.58
School Academic Acceleration Option Supplement				9,138,696	x	0.0000%	$ -
9. Discretionary Local Effort (WFTE share)			(c)	15,737,965	x	0.3069%	$ 48,300
10. Proration to Funds Available (WFTE share)			(c)	0	x	0.3069%	$ -
11. Educational Enrollment Stabilization Program (UFTE share)			(b)	0	x	0.3231%	$ -
12. Class Size Reduction Funds:							
	Weighted FTE (not including Add-On)	X CWF X		Allocation factors			
PK - 3	0.0000	1.0000		958.42	=	0	
4-8	134.1450	1.0000		915.09	=	122,755	
9-12	0.0000	1.0000		917.30	=	0	
Total*	134.1450					Total Class Size Reduction Funds	$ 122,755
*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*							
13. Student Transportation			(h)				
Enter All Adjusted Fundable Riders		18			x	572	$ 10,296
Enter All Adjusted ESE Riders		8.4			x	1,773	$ 14,893
14. Federally Connected Student Supplement			(i)				
Impact Aid Student Type	Number of Students			Exempt Property Allocation		Impact Aid Student Allocation	Total
Military and Indian Lands				$0.00		$0.00	$ -
Civilians on Federal Lands				$0.00		$0.00	$ -
Students with Disabilities						$0.00	$ -
Total							$ -
15. Food Service Allocation			(j)				
						Total	$ 1,083,079
16. Total Less Salary Increase Allocation (for administrative fee calculation)						(k)	$ 1,031,116
17. Funding for the purpose of calculating the administrative fee for ESE charter schools.						(l)	
If you have more than a 75% ESE student population, please place a 1 in the following box:							$ -

NOTES:

(a) This allocation will be frozen as of the 2025-26 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) District allocations multiplied by percentage from item 3C.

(e) District allocations multiplied by percentage from item 3D.

(f) District allocations multiplied by percentage from item 3E.

(g) Acceleration values earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and Dual Enrollment pursuant to s. 1011.62(17), F.S.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(10), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specifically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%. For charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

ATTACHMENT X: PROPOSED OPERATING BUDGE

X.1 Operating Budget

,					Year 1	Year 2	Year 3	Year 4	Year 5
					FY2028	FY2029	FY2030	FY2031	FY2032
				Projected Students	132	264	396	528	660
		Ordinary Income/Expense							
		Income							
		3200 · 3200 · Federal Funds							
3261				School Lunch Reimbursements	69,304	138,608	207,912	277,216	346,520
3262				School Breakfast Reimbursements	18,053	36,105	54,158	72,211	90,264
3263				After School Snack Reimbursements	121	242	364	485	606
3260		**Total 3260 · NSLP**			**87,478**	**174,956**	**262,434**	**349,912**	**437,390**
3290000				CSP Grant	450,000	-	-	-	-
3290000		**Total 3290 · Federal through State**			**450,000**	-	-	-	-
3200000		**Total 3200 · Federal Funds**			537,478	174,956	262,434	349,912	437,390
		3300 · State Sources							
		FEFP							
3310-01				FEFP 1 .Base Funding	720,707	1,462,170	2,224,392	2,988,694	3,773,237
3310-02				FEFP 2. ESE Guaranteed Allocation	46,242	92,484	138,726	171,654	204,582
3310-04				FEFP 4. Educational Enrichment Share	33,747	69,728	107,943	148,403	191,088
3310-05				FEFP 5. Discretionary Millage Compression	65,261	134,841	208,720	286,941	369,482
3310-06				FEFP 6. Safe Schools Allocation	12,249	25,310	39,176	53,859	69,352
3310-07				FEFP 7. Mental Health Assistance Allocation	8,629	17,832	27,605	37,951	48,865
3310-08				FEFP 8. Academic Acceleration Options Supplement	-	61,830	127,623	197,377	271,093
3310-09				FEFP 9. Discretionary Local Effort	48,300	99,797	154,475	211,051	270,747
3310-12				FEFP 12. Class Size Reduction Funds:	122,755	253,635	392,643	536,743	688,787
3310000		**Total FEFP**			**1,057,890**	**2,217,629**	**3,421,305**	**4,632,675**	**5,887,232**
3397				Capital Outlay Funds	-	-	262,944	350,592	438,240
3300000		**Total 3300 · State Sources**			**1,057,890**	**2,217,629**	**3,684,249**	**4,983,267**	**6,325,472**
		3400 · Revenues from Local Sources							
		Taxes and Referendums							
3413000				Local Capital Improvement Referendum	35,771	74,000	114,513	157,152	201,772
3414000				Sales Surtax Referendum	61,454	132,112	211,317	298,475	393,046
3410000		**Total Taxes**			**97,225**	**206,112**	**325,830**	**455,627**	**594,818**
3440				Gifts, Grants, Bequests	31,896	48,792	65,688	82,584	99,480
		Food Service							
3451				Student Lunches Collections	11,177	22,354	33,531	44,708	55,885
3452				Student Breakfast Collections	1,609	3,217	4,826	6,435	8,044
3453				Student Snacks Collection	123	246	369	492	615
3454				Adult Breakfasts/Lunches Collection	416	520	624	624	624
3450000		**Total Food Service**			**13,325**	**26,337**	**39,350**	**52,259**	**65,167**
		Other Fees							
3473000				Before and After School Child Care Fees	10,142	20,284	31,433	43,254	55,746
3470000		**Total 3470 · Fees - Other**			**10,142**	**20,284**	**31,433**	**43,254**	**55,746**
		Miscellaneous Local Sources							
3310-15				FEFP Student Tramsportation Funds	25,189	52,046	80,571	110,762	142,621
3310-15		Total Transportation Services			**25,189**	**52,046**	**80,571**	**110,762**	**142,621**
3495000				Sports, Clubs and Field Trips	34,450	51,448	68,494	79,288	90,130
3490000		**Total Miscellaneous Local Sources**			**59,639**	**103,494**	**149,065**	**190,050**	**232,751**
3400000		**Total 3400 · Revenues from Local Sources**			**212,227**	**405,019**	**611,366**	**823,774**	**1,047,962**
		Total Income			**1,807,595**	**2,797,603**	**4,558,048**	**6,156,952**	**7,810,823**

,		Year 1	Year 2	Year 3	Year 4	Year 5
		FY2028	FY2029	FY2030	FY2031	FY2032
	Expense					
	5100 · Basic Instructional					
5100120	Classroom Teacher Salaries	242,500	494,700	756,600	1,237,020	1,469,880
5100140	Substitute Teachers	40,000	40,800	83,200	84,800	129,600
5100160	Other Support Personnel	47,080	58,222	59,363	64,745	65,966
5100210	Retirement	283	536	840	1,322	1,599
5100220	FICA	23,300	42,689	66,001	102,910	124,184
5100230	Group Insurance	41,874	82,911	138,385	228,580	294,340
5100240	Worker's Compensation	1,103	2,020	3,123	4,870	5,876
5100250	Unemployment Compensation	945	1,735	2,752	4,007	5,103
5100330	Field Trips, Sports and Club Expenses	1,200	2,448	3,744	5,088	6,480
5100360	Annual Software Licenses or Subscription	8,103	15,651	22,657	29,167	36,569
5100510	Supplies	24,965	42,070	60,071	82,904	106,560
5100520	Textbooks	41,580	42,595	43,618	44,647	45,684
5100642	Furniture, Fixtures (Non Capitalized)	1,709	541	552	3,297	1,513
5100649	Technology-Related (Non Capitalized)	400	306	312	424	324
5100000	**Total 5100 · Basic Instructional**	**475,042**	**827,223**	**1,241,218**	**1,893,781**	**2,293,680**
	5200 · Exceptional					
5200120	Classroom Teacher Salaries	48,500	49,470	50,440	51,410	52,380
5200140	ESOL Endorsement Incentive	6,000	12,240	18,720	25,440	32,400
5200210	Retirement	49	49	50	51	52
5200220	FICA	3,710	3,784	3,859	3,933	4,007
5200230	Group Insurance	6,979	7,537	8,140	8,792	9,495
5200240	Worker's Compensation	176	179	183	186	190
5200250	Unemployment Compensation	189	193	197	200	204
5200310	Professional and Technical Services	64,850	71,094	77,532	84,164	90,990
5200510	Supplies	863	880	897	914	932
5200642	Furniture, Fixtures (Non Capitalized)	88	-	-	-	-
5200649	Technology-Related (Non Capitalized)	50	-	-	-	-
5200000	**Total 5200 · Exceptional**	**131,454**	**145,427**	**160,018**	**175,091**	**190,650**
	5300 · Vocational					
5300120	Classroom Teacher Salaries	97,000	197,880	302,640	411,280	576,180
5300210	Retirement	97	198	303	411	576
5300220	FICA	7,421	15,138	23,152	31,463	44,078
5300230	Group Insurance	13,958	30,149	48,842	70,332	104,443
5300240	Worker's Compensation	351	716	1,096	1,489	2,086
5300250	Unemployment Compensation	378	771	1,179	1,603	2,245
5200000	**Total 5300 · Career Education**	**119,205**	**244,852**	**377,211**	**516,578**	**729,608**
	6100 · Pupil Services					
6100130	School Counselor Salary	45,000	45,900	46,800	47,700	48,600
6100210	Retirement	45	46	47	48	49
6100220	FICA	3,443	3,511	3,580	3,649	3,718
6100230	Group Insurance	6,979	7,537	8,140	8,792	9,495
6100240	Worker's Compensation	163	166	169	173	176
6100250	Unemployment Compensation	189	193	197	200	204

,		Year 1	Year 2	Year 3	Year 4	Year 5
		FY2028	FY2029	FY2030	FY2031	FY2032
6100310	Professional and Technical Services	200	306	416	636	756
6100510	Supplies	38	39	40	41	41
6100642	Furniture, Fixtures (Non Capitalized)	120	-	-	-	-
6100649	Technology-Related (Non Capitalized)	50	-	-	-	-
	Clinic Below					
6130160	Health and Wellness Coordinator	20,000	20,400	20,800	21,200	21,600
6130210	Retirement	20	20	21	21	22
6130220	FICA	1,530	1,561	1,591	1,622	1,652
6130230	Group Insurance	3,490	3,769	4,070	4,396	4,747
6130240	Worker's Compensation	72	74	75	77	78
6130250	Unemployment Compensation	95	96	98	100	102
6130510	Clinic Supplies	1,801	1,837	1,873	1,909	1,945
6130642	Health Services Furniture, Fixtures (Non Capitalized)	59	-	-	-	-
6130649	Technology-Related (Non Capitalized)	50	-	-	-	-
6100000	**Total 6100 · Student Support Services**	**83,343**	**85,455**	**87,917**	**90,562**	**93,185**
velopment	**6300 · Instructional/Curriculum Development**					
6300000	**Total 6300 · Instructional/Curriculum Development**	-	-	-	-	-
	6400 · Instructional Staff Training					
6400000	**Total 6400 · Instructional Staff Training**	-	-	-	-	-
ology	**6500 · Instructional-related Technology**					
6500160	Technology Services Manager Salary	50,000	51,000	52,000	53,000	54,000
6500210	Retirement	50	51	52	53	54
6500220	FICA	3,825	3,902	3,978	4,055	4,131
6500230	Group Insurance	6,979	7,537	8,140	8,792	9,495
6500240	Worker's Compensation	181	185	188	192	195
6500250	Unemployment Compensation	189	193	197	200	204
6500510	Supplies	38	39	40	41	41
6500649	Technology-Related (Non Capitalized)	5,246	-	-	-	-
6500000	**Total 6500 · Instructional Related Technology**	**66,508**	**62,906**	**64,595**	**66,332**	**68,121**
	7100 · Board					
7100310	Professional and Technical Services	9,000	24,480	30,160	25,440	25,920
7100330	Travel	600	612	624	636	648
7100790	Board Members Fingerprinted	100	102	104	106	108
7100000	**Total 7100 · Board Of Directors**	**9,700**	**25,194**	**30,888**	**26,182**	**26,676**
	7200 · General Administration					
7200393	District Fee	51,556	100,477	101,421	40,437	40,358
7200000	**Total 7200 · General Administration**	**51,556**	**100,477**	**101,421**	**40,437**	**40,358**
	7300 · School Administration					
7300110	Administrator Salaries	135,000	137,700	265,200	371,000	378,000
7300160	Other Support Personnel Salaries	100,656	102,669	104,682	106,695	108,708
7300210	Retirement	236	240	370	478	487
7300220	FICA	18,028	18,388	28,296	36,544	37,233
7300230	Group Insurance	34,895	37,687	56,982	70,332	75,959
7300240	Worker's Compensation	853	870	1,339	1,729	1,762
7300250	Unemployment Compensation	945	964	1,376	1,603	1,633

,			Year 1	Year 2	Year 3	Year 4	Year 5
			FY2028	FY2029	FY2030	FY2031	FY2032
7300310		Professional and Technical Services	520	275	281	286	292
7300320		Insurance and Bond Premiums	28,525	61,614	99,815	143,733	194,040
7300360		Rentals and Copier Lease	5,610	9,506	13,811	18,274	22,896
7300370		Communications	6,000	6,120	6,240	6,360	6,480
7300390		Other Purchased Services	12,771	8,932	10,539	12,476	13,917
7300510		Supplies	5,875	11,100	16,716	19,994	23,385
7300642		Furniture, Fixtures (Non Capitalized)	8,404	-	-	6,497	-
7300692		Computer Software	600	-	-	-	-
7300649		Technology-Related (Non Capitalized)	772	-	52	553	-
7300730		Dues and Fees	924	942	961	979	998
7300000	**Total 7300 · School Administration**		**360,613**	**397,009**	**606,659**	**797,534**	**865,789**
	7400 · Facilities Acquisition						
7410360		Lease	238,846	243,623	248,400	-	-
7400730		Ad Valorem (Property) Tax	-	-	-	21,200	-
7400000	**Total 7400 · Facilities Acquisition & Const**		**238,846**	**243,623**	**248,400**	**21,200**	-
	7500 · Fiscal Services						
7500160		Business Manager Salary	60,000	61,200	62,400	63,600	64,800
7500210		Retirement	60	61	62	64	65
7500220		FICA	4,590	4,682	4,774	4,865	4,957
7500230		Group Insurance	6,979	7,537	8,140	8,792	9,495
7500240		Worker's Compensation	217	222	226	230	235
7500250		Unemployment Compensation	189	193	197	200	204
7500510		Fiscal Services Supplies	38	39	40	41	41
7500642		Furniture, Fixtures (Non Capitalized)	120	-	-	-	-
7500649		Technology-Related (Non Capitalized)	246	-	-	-	-
7500000	**Total 7500 · Fiscal Services**		**72,439**	**73,934**	**75,839**	**77,792**	**79,797**
	7600 · Food Services						
7600160		Nutrition Services Manager Salary	20,000	20,400	20,800	21,200	21,600
7600210		Retirement	20	20	21	21	22
7600220		FICA	1,530	1,561	1,591	1,622	1,652
7600230		Group Insurance	3,490	3,769	4,070	4,396	4,747
7600240		Worker's Compensation	436	445	454	463	471
7600250		Unemployment Compensation	95	96	98	100	102
7600310		Food Prof. Tech. Management Fee	-	-	-	4,240	-
7600510		Supplies	19	20	20	20	21
7600570		Food Services	98,341	200,358	306,299	422,194	531,549
7600649		Technology-Related (Non Capitalized)	-	-	-	369	-
7600000	**Total 7600 · Food Services**		**123,931**	**226,669**	**333,353**	**454,624**	**560,164**
	7800 · Pupil Transportation						
7800390		Bus Service	72,000	146,880	149,760	228,960	233,280
7800000	**Total 7800 · Pupil Transportation Services**		**72,000**	**146,880**	**149,760**	**228,960**	**233,280**
	7900 · Operation of Plant						
7900160		Facility Manager Salary	50,000	51,000	52,000	53,000	54,000
7900210		Retirement	50	51	52	53	54
7900220		FICA	3,825	3,902	3,978	4,055	4,131

,		Year 1	Year 2	Year 3	Year 4	Year 5
		FY2028	FY2029	FY2030	FY2031	FY2032
7900230	Group Insurance	6,979	7,537	8,140	8,792	9,495
7900240	Worker's Compensation	1,091	1,113	1,135	1,156	1,178
7900250	Unemployment Compensation	189	193	197	200	204
7900310	Professional and Tech Services (move furniture to new facility)	-	-	10,400	-	-
7900320	Insurance and Bond Premiums	31,050	31,671	32,292	69,033	70,335
7900350	Repairs and Maintenance	45,381	47,506	49,680	153,955	156,860
7900361	Plant School Safety & Security	73,728	75,203	76,677	78,152	79,626
7900370	Communications	10,420	10,220	10,421	11,045	10,822
7900379	Telephone And Communications	7,200	7,344	7,488	7,632	7,776
7900380	Water, Sewage and Garbage Collection	9,060	11,261	13,541	15,900	18,338
7900390	Other Purchased Services	16,219	37,647	38,385	39,124	39,862
7900430	Electricity	28,662	29,235	29,808	63,723	64,925
7900510	Supplies	6,197	8,275	10,436	12,705	15,037
7900642	Furniture, Fixtures (Non Capitalized)	2,951	-	-	-	-
7900649	Technology-Related (Non Capitalized)	80	-	-	-	-
7900000	**Total 7900 · Operation of Plant**	**293,081**	**322,158**	**344,630**	**518,525**	**532,643**
	8100 · Maintenance of Plant					
8100000	**Total 8100 · Maintenance of Plant**	-	-	-	-	-
ervices	**8200 · Administrative Technology Services**					
8200000	**Total 8200 · Administrative Technology Services**	-	-	-	-	-
	9100 · Community Service					
9100160	Child Care Supervision Salaries	9,489	19,358	29,606	40,234	51,241
9100220	FICA	726	1,481	2,265	3,078	3,920
9100240	Worker's Compensation	34	70	107	146	185
9100250	Unemployment Compensation	111	226	345	469	598
9100330	Sports Bus and Other Travel Expenses	19,200	39,168	59,904	77,592	95,904
9100730	Other Sports Fees (Field Rental and Ref Fees)	9,000	18,360	28,080	34,344	40,824
9100000	**Total 9100 · Community Services**	**38,560**	**78,663**	**120,308**	**155,863**	**192,673**
	Total Operational Expenses	**2,136,277**	**2,980,471**	**3,942,217**	**5,063,460**	**5,906,623**
	Net Operating Income (Loss)	**(322,242)**	**(186,988)**	**601,152**	**1,068,252**	**1,868,400**
5100691	Classroom Computer Software Capitalized	-	-	-	-	-
ware	**Total Capitalized Computers - Software**	-	-	-	-	-
5100643	Capitalized Computers	26,000	16,336	2,080	3,392	1,728
5100648	Technology-Related Capitalized	-	-	-	350	-
5200643	Capitalized Computers	400	-	-	-	-
6100643	Capitalized Computers	400	-	-	-	-
6100648	Technology-Related Capitalized	165	-	-	-	-
6130643	Capitalized Computers	400	-	-	-	-
6130648	Technology-Related Capitalized	250	-	-	-	-
7500643	Capitalized Computers	400	-	-	-	-
7600643	Capitalized Computers	-	-	-	852	-
7300643	Capitalized Computers	1,600	-	1,248	-	-

,					Year 1	Year 2	Year 3	Year 4	Year 5
					FY2028	FY2029	FY2030	FY2031	FY2032
7300648			Technology-Related Capitalized		880	-	343	138	-
7900643			Capitalized Computers		400	-	-	-	-
7900648			Technology-Related Capitalized		295	-	-	-	-
dware		**Total Capitalized Computers - Hardware**			**31,190**	**16,336**	**3,671**	**4,732**	**1,728**
5100641			Furniture, Fixtures (Capitalized)		39,468	21,271	26,770	38,474	25,227
5200641			Furniture, Fixtures (Capitalized)		2,410	-	-	-	-
6100641			Furniture, Fixtures (Capitalized)		1,248	-	-	-	-
6130641			Furniture, Fixtures (Capitalized)		2,689	-	-	-	-
6500641			Furniture, Fixtures (Capitalized)		375	-	-	-	-
7300641			Furniture, Fixtures (Capitalized)		5,293	1,753	520	132,613	-
7500641			Furniture, Fixtures-Capitalized		375	-	-	-	-
7600641			Furniture, Fixtures-Capitalized		-	-	-	72	-
7900641			Furniture, Fixtures-Capitalized		1,732	-	-	-	-
		Total Capitalized FF&E			**53,590**	**23,023**	**27,290**	**171,160**	**25,227**
			Total Capitalized Expenditures		**84,780**	**39,360**	**30,961**	**175,891**	**26,955**
		9200 · Debt Service							
9200731			Debt Service Reserve Rund		-	-	923,181	-	-
9200710			Redemption of Principal		-	-	2,581,252	179,703	192,693
9200721			Loan Interest		175,700	175,700	434,457	788,020	775,029
9200730			Loan Dues and Fees		-	-	399,350	-	-
9200000		**Total 9200 · Debt Service**			**175,700**	**175,700**	**4,338,240**	**967,722**	**967,722**
			Debt Service Coverage Ratio		(1.9)	(1.0)	0.1	1.1	2.0
e			**Surplus/(Deficit) After Debt Service**		(589,162)	(397,928)	(3,753,370)	(50,122)	909,523
1141000			**Transfers in (Loans/Misc.)**		-	-	11,410,000	-	-
1160000			**Transfers Out (Loans Closing Costs/Construction/Facility Purchases**		238,846	-	6,387,291	1,127,169	-
					Year 1	Year 2	Year 3	Year 4	Year 5
			Fund Balance		**443,739**	**45,811**	**1,315,150**	**137,860**	**1,047,383**

X.2 Year 1 Cash Flow

Func	Obj	Description	Year	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
		Revenue													
Total 3200 · Federal Funds			$ 537,478	$ -	$ -	$ 8,748	$ 8,748	$ 64,998	$ 64,998	$ 64,998	$ 64,998	$ 64,998	$ 64,998	$ 64,998	$ 64,998
Total 3300 · State Sources			$ 1,057,890	$ 88,158	$ 88,158	$ 88,158	$ 88,158	$ 88,158	$ 88,158	$ 88,158	$ 88,158	$ 88,158	$ 88,158	$ 88,158	$ 88,158
Total 3400 · Revenues from Local Sources			$ 212,227	$ 3,768	$ 3,768	$ 20,469	$ 20,469	$ 20,469	$ 20,469	$ 20,469	$ 20,469	$ 20,469	$ 20,469	$ 20,469	$ 20,469
Total Income			$ 1,807,595	$ 91,926	$ 91,926	$ 117,374	$ 117,374	$ 173,624	$ 173,624	$ 173,624	$ 173,624	$ 173,624	$ 173,624	$ 173,624	$ 173,624
		Expense													
Total 5100 · Basic Instructional			$ 475,041.72	$ 4,052	$ 40,150	$ 38,715	$ 38,715	$ 38,715	$ 38,715	$ 38,715	$ 38,715	$ 38,715	$ 38,715	$ 60,560	$ 60,560
Total 5200 · Exceptional			$ 131,453.51	$ -	$ 5,964	$ 12,535	$ 12,535	$ 12,535	$ 12,535	$ 12,535	$ 12,535	$ 12,535	$ 12,535	$ 12,604	$ 12,604
Total 5300 · Career Education			$ 119,204.64	$ -	$ 10,837	$ 10,837	$ 10,837	$ 10,837	$ 10,837	$ 10,837	$ 10,837	$ 10,837	$ 10,837	$ 10,837	$ 10,837
Total 6300 · Instructional/Curriculum Development			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total 6400 · Instructional Staff Training			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total 6500 · Instructional Related Technology			$ 66,508.18	$ 5,102	$ 5,582	$ 5,582	$ 5,582	$ 5,582	$ 5,582	$ 5,582	$ 5,582	$ 5,582	$ 5,582	$ 5,582	$ 5,582
Total 7100 · Board Of Directors			$ 9,700.00	$ 808	$ 808	$ 808	$ 808	$ 808	$ 808	$ 808	$ 808	$ 808	$ 808	$ 808	$ 808
Total 7200 · General Administration			$ 51,555.80	$ -	$ -	$ 5,156	$ 5,156	$ 5,156	$ 5,156	$ 5,156	$ 5,156	$ 5,156	$ 5,156	$ 5,156	$ 5,156
Total 7300 · School Administration			$ 360,612.64	$ 36,223	$ 36,223	$ 28,817	$ 28,817	$ 28,817	$ 28,817	$ 28,817	$ 28,817	$ 28,817	$ 28,817	$ 28,817	$ 28,817
Total 7400 · Facilities Acquisition & Const			$ 238,846.00	$ 19,904	$ 19,904	$ 19,904	$ 19,904	$ 19,904	$ 19,904	$ 19,904	$ 19,904	$ 19,904	$ 19,904	$ 19,904	$ 19,904
Total 7500 · Fiscal Services			$ 72,439.30	$ 6,154	$ 6,154	$ 6,013	$ 6,013	$ 6,013	$ 6,013	$ 6,013	$ 6,013	$ 6,013	$ 6,013	$ 6,013	$ 6,013
Total 7600 · Food Services			$ 123,931.06	$ 2,131	$ 11,073	$ 11,073	$ 11,073	$ 11,073	$ 11,073	$ 11,073	$ 11,073	$ 11,073	$ 11,073	$ 11,073	$ 11,073
Total 7800 · Pupil Transportation Services			$ 72,000.00	$ -	$ -	$ 7,200	$ 7,200	$ 7,200	$ 7,200	$ 7,200	$ 7,200	$ 7,200	$ 7,200	$ 7,200	$ 7,200
Total 7900 · Operation of Plant			$ 293,081.09	$ 69,967	$ 38,917	$ 18,420	$ 18,420	$ 18,420	$ 18,420	$ 18,420	$ 18,420	$ 18,420	$ 18,420	$ 18,420	$ 18,420
Total 8100 · Maintenance of Plant			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total 8200 · Administrative Technology Services			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total 9100 · Community Services			$ 38,560.13	$ -	$ -	$ 3,856	$ 3,856	$ 3,856	$ 3,856	$ 3,856	$ 3,856	$ 3,856	$ 3,856	$ 3,856	$ 3,856
Total Operational Expenses			$ 2,136,276.92	$ 152,029	$ 183,300	$ 175,684	$ 175,684	$ 175,684	$ 175,684	$ 175,684	$ 175,684	$ 175,684	$ 175,684	$ 197,738	$ 197,738
Net Operating Income (Loss)			$ (328,682.38)	$ (60,103)	$ (91,374)	$ (58,310)	$ (58,310)	$ (2,060)	$ (2,060)	$ (2,060)	$ (2,060)	$ (2,060)	$ (2,060)	$ (24,113)	$ (24,113)
Total Capitalized Computers - Hardware			$ 31,189.97	$ 31,190	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Capitalized Expenditures			$ 84,780.07	$ 84,780	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total 9200 · Debt Service			$ 175,700.00	$ 14,642	$ 14,642	$ 14,642	$ 14,642	$ 14,642	$ 14,642	$ 14,642	$ 14,642	$ 14,642	$ 14,642	$ 14,642	$ 14,642
		Surplus/(Deficit) After Debt Service	$ (589,162.45)	$ (159,525)	$ (106,016)	$ (72,951)	$ (72,951)	$ (16,701)	$ (16,701)	$ (16,701)	$ (16,701)	$ (16,701)	$ (16,701)	$ (38,755)	$ (38,755)
		Transfers in (Loans/Misc.)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		Transfers Out (Loans Closing Costs/Construction/Faci	$ 238,846.00	$ 238,846	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		Fund Balance	$ 443,738.68	$873,376	$767,360	$694,409	$621,457	$604,756	$588,054	$571,353	$554,651	$537,950	$521,248	$482,494	$443,739

X.3 Year 1 Detailed Ongoing Expense Explanation

Function	Object Code	Budget Line-Item Name	Calculation
5100	120	Classroom Teacher Salaries	See Salary Table 11.1
5100	140	Substitute Teachers	$40,000 each for Hiring Non-Certified Substitute Teachers
5100	160	Other Support Personnel: Physical Education Assistants and extra duty supplements.	Physical Education Assistants @ $22,080 per assistant and extra duty supplements @ $10,000, for Sports and Clubs and $15,000 for other Teacher Supplements.
5100	210	Retirement	.1% matching contributions of Classroom Teachers and Substitutes
5100	220	FICA	Social Security: 6.2% of salaries Medicare: 1.45% of salaries
5100	230	Group Insurance	$6,979 per covered employee. The Health Insurance expense is assumed to increase by 8% a year. Health insurance companies considered were Florida Blue and UnitedHealthcare.
5100	240	Worker's Compensation	Worker's Comp - 8868: 0.362%
5100	250	Unemployment Compensation	Unemployment Insurance costs are estimated to be 2.7% times the maximum of $7,000 per employee.
5100	330	Field Trips, Sports and Club Expenses	Sixth Grade Field Trip at $200 per class

5100	360	Annual Software Licenses or Subscription	$3,293.72 for Curriculum: iCEV Online courses at $24.95 per student. $3,295.60 for iCEV Online Cert Subscription at $24.97 per student. $1,514 for SchoolMint Enroll
5100	510	Supplies: Instructional Materials (Workbooks, Testing Materials, Etc.)	$7,590 for Curriculum: Supplies (Workbooks) based on $55 per Sixth grade student. $6,784.86 for the Production Workspace $4,047.21 for the Resource Room $6,872.57 for Classroom Supplies based on 7 classrooms at $981.80 per classroom
5100	520	Textbooks: Instructional Materials	$41,400 based on $300 per additional student and Classroom Teacher. $180 based on 10% of students replacement textbooks.

5100	641	Furniture, Fixtures (Capitalized): Teacher Desks, Chairs, Tables, and Equipment/Furniture/ Furnishings for 75% of first and 100% of second year classrooms.	Cost is 75% payoff of the total for 6 classrooms. Each 6th Grade Classroom has: $1,430 for 11 Allied 18"x60" Tables $138.31 for 4x6 Natural Cork tackboard $250 for Steel Markerboard $130 for 6-Shelf Bookcase $160 Teacher Chair $912.64 for 23 18" Stack Chairs $300 for a Teacher Desk The same costs are also for 100% of the 6 additional second year 7th grade classrooms. $1,085.51 for 8 classroom equipment @155.07 each $4054.25 for PE Teacher offices and Resource Room storage shelving.
5100	642	Furniture, Fixtures (Non Capitalized)	Competitive Bid: $88.46 for classroom equipment per classroom, for 6 classrooms. $1,178.46 for other workspaces equipment.
5100	643	Capitalized Computers: Teacher Computer Equipment for Literature Classroom Teacher, History Classroom Teacher, Math Classroom Teacher, Science Classroom Teacher and Physical Education Teacher	$400 Laptops per Classroom Teacher for 5 teachers $240 Student Chromebooks for 100 students.

5100	649	Technology-Related (Non Capitalized) for Classroom Teachers	$50 each for 8 Phone Headsets
5200	120	Exceptional Classroom Teacher Salary	See Salary Table 11.1
5200	140	ESOL Endorsement Incentive	$1,000 per teacher obtaining an ESOL endorsement
5200	210	Retirement	.1% matching contributions of ESE Classroom Teachers and Substitutes
5200	220	FICA	Social Security: 6.2% of salaries Medicare: 1.45% of salaries
5200	230	Group Insurance	$6,979 per covered employee. The Health Insurance expense is assumed to increase by 8% a year. Health insurance companies considered were Florida Blue and UnitedHealthcare.
5200	240	Worker's Compensation	Worker's Comp - 8868: 0.362%
5200	250	Unemployment Compensation	Unemployment Insurance costs are estimated to be 2.7% times the maximum of $7,000 per employee.
5200	310	Professional and Technical Services: Contracted Exceptional Education Specialists	$36,400 for IEP development by an external ESE consultant at $100 for 35 ESE students. $60,000 for a Speech Therapist $700 for Gifted/School Psychologist at $100 per Gifted student. For 7 Gifted students. $633 for ESOL Testing at $50 for 13 ESOL students.
5200	510	Supplies	$862.72 based on $24.65 per ESE student for year 1.
5200	642	Furniture, Fixtures (Non Capitalized)	Competitive Bid: $88 per classroom for ESE classroom.

5200	649	Technology-Related (Non Capitalized) for the ESE Teacher	$50 each for a Phone Headsets
5300	120	Career Education Classroom Teacher Salaries	See Salary Table 11.1
5300	210	Retirement	.1% matching contributions of Career Education Classroom Teachers
5300	220	FICA	Social Security: 6.2% of salaries Medicare: 1.45% of salaries
5300	230	Group Insurance	$6,979 per covered employee. The Health Insurance expense is assumed to increase by 8% a year. Health insurance companies considered were Florida Blue and UnitedHealthcare.
5300	240	Worker's Compensation	Worker's Comp - 8868: 0.362%
5300	250	Unemployment Compensation	Unemployment Insurance costs are estimated to be 2.7% times the maximum of $7,000 per employee.
5200	641	Furniture, Fixtures (Capitalized)	The following costs are split between the Planning year and Year 1 after a competitive bid process: $848 for 5 Allied 18"x60" Tables $138.31 for 4x6 Natural Cork tackboard $250 for Steel Markerboard $130 for 6-Shelf Bookcase $160 Teacher Chair $515.84 for 13 18" Stack Chairs $300 for a Teacher Desk $67.99 for a Classroom Clock
5200	643	Capitalized Computers	$400 Laptops per ESE Classroom Teacher

6100	130	School Counselor Salary	See Salary Table 11.1
6100	210	Retirement	.1% matching contributions of School Counselors
6100	220	FICA	Social Security: 6.2% of salaries Medicare: 1.45% of salaries
6100	230	Group Insurance	$6,979 per covered employee. The Health Insurance expense is assumed to increase by 8% a year. Health insurance companies considered were Florida Blue and UnitedHealthcare.
6100	240	Worker's Compensation	Worker's Comp - 8868: 0.362%
6100	250	Unemployment Compensation	Unemployment Insurance costs are estimated to be 2.7% times the maximum of $7,000 per employee.
6100	310	Professional and Technical Services: Nurse Services to Create Health Plans	$100 per health plan for 2 students.
6100	510	Supplies	$38 for Office Supplies for School Counselor
6100	641	Furniture, Fixtures (Capitalized) for Student Services Director and School Counselor	The following costs are split between the Planning year (25% down) and Year 1 (75% on delivery) after a competitive bid process: $110 for a Desk chair $300 for a Office Desk $180 for 2 guests chairs $363.01 for a Small Conference Table $710.64 for 2 bookshelves
6100	642	Furniture, Fixtures (Non Capitalized)	$119.91 for Office Equipment
6100	643	Capitalized Computers	$400 Laptop for School Counselor

6100	648	Technology-Related Capitalized	1 Office Monochrome Printer at $165.00 for School Counselor
6100	649	Technology-Related (Non Capitalized) for the School Counselor	$50 each for a Phone Headsets
6130	160	Health and Wellness Coordinator Salary	See Salary Table 11.1
6130	210	Retirement	.1% matching contributions of Health and Wellness Coordinator
6130	220	FICA	Social Security: 6.2% of salaries Medicare: 1.45% of salaries
6130	230	Group Insurance	$6,979 per covered employee. The Health Insurance expense is assumed to increase by 8% a year. Health insurance companies considered were Florida Blue and UnitedHealthcare.
6130	240	Worker's Compensation	Worker's Comp - 8868: 0.362%
6130	250	Unemployment Compensation	Unemployment Insurance costs are estimated to be 2.7% times the maximum of $7,000 per employee.
6130	510	Clinic Supplies	$1,801 for Clinic Supplies
6130	642	Health Services Furniture, Fixtures (Non Capitalized)	$1,692 for Clinic office equipment

6130	641	Furniture, Fixtures (Capitalized)	The following costs are split between the Planning year (25% down) and Year 1 (75% on delivery) after a competitive bid process: The following costs are split between the Planning year (25% down) and Year 1 (75% on delivery) after a competitive bid process: $110 for a Desk chair $90 for 1 Guest chairs $300 for a Desk $450 for a First Aid Recovery Couch $12.48 for a Digital Refrigerator Thermometer $30.74 for a Refrigerator Lock Kit $122.86 for a Class A 94-pc SC First Aid Cabinet $114.91 for a Lockable Medical Security Cabinet $221.30 for a Frigidaire 3.3 Cu. Ft. Refrigerator Plus: $1,600 for a Compact Washer and 7-Cycle Electric Dryer
6130	643	Capitalized Computers	$400 Laptop for the Health and Wellness Coordinator.
6130	648	Technology-Related Capitalized	1 Office Monochrome Printer/Scanner at $250 shared with the Registrar
6130	649	Technology-Related (Non Capitalized) for the Health and Wellness Coordinator	$50 each for a Phone Headsets
6500	160	Technology Services Manager Salary	See Salary Table 11.1

6500	210	Retirement	.1% matching contributions of Technology Services Manager
6500	220	FICA	Social Security: 6.2% of salaries Medicare: 1.45% of salaries
6500	230	Group Insurance	$6,979 per covered employee. The Health Insurance expense is assumed to increase by 8% a year. Health insurance companies considered were Florida Blue and UnitedHealthcare.
6500	240	Worker's Compensation	Worker's Comp - 8868: 0.362%
6500	250	Unemployment Compensation	Unemployment Insurance costs are estimated to be 2.7% times the maximum of $7,000 per employee.
6500	510	Supplies	$38 for Office Supplies for Technology Services Manager
6500	641	Furniture, Fixtures (Capitalized) for the Technology Services Manager	The following costs are split between the Planning year (25% down) and Year 1 (75% on delivery) after a competitive bid process: $300 for a Desk $110 for a Desk chair $90 for 1 guest chairs
6500	649	Technology-Related (Non Capitalized)	$245.85 for a Office Phone $5,000 for 50 Wireless Access Points at $100 each. See attachment FF for details.
7100	310	Professional and Technical Services: Legal Services	$9,000 for year 1
7100	310	Professional and Technical Services: Annual Audit for Years 2 through 7	$15,000 for year 2 and beyond.

7100	330	Board Training	$600 for Board training for 1 board member at $600 each.
7100	790	Board Members Fingerprinted	$100 for possible replacement Board Background Check.
7200	393	District Fee	5% of FEFP
7300	110	Administrator Salaries: Executive Director, Principal, Human Resources Manager	See Salary Table 11.1
7300	160	Other Support Personnel Salaries: Administrative Assistant, Receptionist and Registrar	See Salary Table 11.1
7300	210	Retirement	.1% matching contributions of Administrators and Support staff
7300	220	FICA	Social Security: 6.2% of salaries Medicare: 1.45% of salaries
7300	230	Group Insurance	$6,979 per covered employee. The Health Insurance expense is assumed to increase by 8% a year. Health insurance companies considered were Florida Blue and UnitedHealthcare.
7300	240	Worker's Compensation	Worker's Comp - 8868: 0.362%
7300	250	Unemployment Compensation	Unemployment Insurance costs are estimated to be 2.7% times the maximum of $7,000 per employee.
7300	310	Professional and Technical Services	Signup Genius - Gold level for parents to signup for events at $270 Visitor Mgt System Install Fee at $250

7300	320	Insurance and Bond Premiums	Liability Insurance is $187.50 per student Student Accident Primary is $22,92 per student Student Accident - CAT is $5.68 per student Insurance is assummned to increase 8% a year.
7300	360	Rentals and Copier Lease	$950 for Alert Solutions - Swift -12 Emergency Alert $250 Alert Solutions - Swift K-12 Setup $450 for Visitor Mgt Federal Sexual Predator Service $3,960 for Copier Lease
7300	370	Communications	Website at $4,000 per year Constant Contact email service at $800 per year. Advertising in newspaper at $1,200
7300	390	Other Purchased Services	$5,000 for Marketing $3,165 for HR-Payroll Admin Fee- Paychex Bi-weekly fee $2,806 for HR-Payroll Admin Fee- Paychex for $5/employee per pay period $1800 for HR- Recruiting
7300	510	Administration Materials and Supplies	$176.65 based on $39.00 per staff for 5 staff. $508.10 for Office Storage Supplies $5,190 for Sports Uniforms.

7300	641	Furniture, Fixtures (Capitalized) for Executive Director, Principal, Human Resources Manager, Registrar and Security Officer, Upper School Dean and Dean of Students.	The following costs are for 5 admin staff. The following costs are split between the Planning year (25% down) and Year 1 (75% on delivery) after a competitive bid process: - $300 for a office Desk - $110 for a Desk chair - $90 for 1 guest chair Plus: - $2,425.75 for a Fireproof File cabinet for Cum Folders - $203.97 for 3 clocks at $67.99 each - $1,1770 for shelving
7300	642	Furniture, Fixtures (Non Capitalized)	$8,404 for all administrative school equipment which includes: _ Admin office Equipment - Restroom equipment - Sports equipment - Staff Lounge equipment
7300	643	Capitalized Computers for Admin staff of Principal, Registrar and Human Resources Manager	$400 per Admin Laptop for 4 staff
7300	692	Computer Software	2 Adobe Acrobat at $300 per license

7300	648	Technology-Related Capitalized	$250 Large Monitor for Registrar $130 for a Camera Monitor for Reception $499.98 for two Monochrome Printer/Scanners at $249.99 each
7300	649	Technology-Related (Non Capitalized) for Admin Assistant and Receptionist	$50 each for 2 Phone Headset $30 for a Camera Monitor Mount $245.85 for 2 Office Phones $150 for 10 Portable Radios at $15.00 each
7300	730	Dues and Fees	$61 for Annual Report Fee- SunBiz.org $253 for Annual Solicitations of Contributions at Renewal $110 for Dept Health Food Inspection $500 for Health School Inspection
7410	360	Lease	Lease is $10.00 a year per sq/ft for 23,760 sg/ft temporary building.
7500	160	Business Manager Salary	See Salary Table 11.1
7500	210	Retirement	.1% matching contributions of Business Manager
7500	220	FICA	Social Security: 6.2% of salaries Medicare: 1.45% of salaries

7500	230	Group Insurance	$6,979 per covered employee. The Health Insurance expense is assumed to increase by 8% a year. Health insurance companies considered were Florida Blue and UnitedHealthcare.
7500	240	Worker's Compensation	Worker's Comp - 8868: 0.362%
7500	250	Unemployment Compensation	Unemployment Insurance costs are estimated to be 2.7% times the maximum of $7,000 per employee.
7500	510	Fiscal Services Supplies	$38 for Business Manager supplies.
7500	641	Furniture, Fixtures (Capitalized) for the Business Manager	The following costs are split between the Planning year (25% down) and Year 1 (75% on delivery) after a competitive bid process: $300 for a Desk $110 for a Desk chair $90 for 1 guest chair
7500	642	Furniture, Fixtures (Non Capitalized) for Business Manager	$119.91 for Office Equipment
7500	643	Capitalized Computers for Business Manager	$400 for one Admin Laptops
7500	649	Technology-Related (Non Capitalized) for Business Manager	$245.85 for a Office Phone.
7600	160	Nutrition Services Manager Salary	See Salary Table 11.1
7600	210	Retirement	.1% matching contributions of Nutrition Services Manager
7600	220	FICA	Social Security: 6.2% of salaries Medicare: 1.45% of salaries

7600	230	Group Insurance	$6,979 per covered employee. The Health Insurance expense is assumed to increase by 8% a year. Health insurance companies considered were Florida Blue and UnitedHealthcare.
7600	240	Worker's Compensation	Worker's Comp - 9101: 2.182%
7600	250	Unemployment Compensation	Unemployment Insurance costs are estimated to be 2.7% times the maximum of $7,000 per employee.
7600	510	Nutrition Services Supplies	$19 for Nutrition Services Manager Supplies
7600	570	Food Services	Breakfast Cost at $1.15 per meal Lunch Cost at $3.29 per meal Snack Cost at $0.82 per snack
7800	390	Bus Service	One bus for 180 days at $400 a day in year one. Increase as required by student riders.
7900	160	Operations/Facilities Manager Salary	See Salary Table 11.1
7900	210	Retirement	.1% matching contributions of Operations/Facilities Manager
7900	220	FICA	Social Security: 6.2% of salaries Medicare: 1.45% of salaries
7900	230	Group Insurance	$6,979 per covered employee. The Health Insurance expense is assumed to increase by 8% a year. Health insurance companies considered were Florida Blue and UnitedHealthcare.
7900	240	Worker's Compensation	Worker's Comp - 8868: 0.362%
7900	250	Unemployment Compensation	Unemployment Insurance costs are estimated to be 2.7% times the maximum of $7,000 per employee.

7900	320	Insurance and Bond Premiums	$39,000 for Property Insurance for $320,000 of capital and non capital purchased $0.1218 per property value. Insurance expense is assumed to increase by 8% a year.
7900	350	Repairs and Maintenance	Contracted Services Custodial at $1.90 per sq/ft for 27,760 square foot building
7900	361	Plant School Safety & Security	Security Resource Officer at $50 per hour for 1,440 hours. Security System Monitoring at $360 per year Panic Alarm System Monitoring at $45 per month Fire Alarm System Monitoring at $828 a year.
7900	370	Communications	Dual Internet Access at $835 a month. Internet Service Installation is $200 for a primary and backup..
7900	379	Telephone And Communications	$600 per month for VOIP service.
7900	380	Water, Sewage and Garbage Collection	$15.00 per student for water $90.00 per month Recycle Trash $500 per month Trash
7900	390	Other Purchased Services	Exterior Window Cleaning at $2,000 Fire Extinguisher Inspection at $125 Fire Sprinkler Inspection at $750 Landscape Maintenance Service at $9600 Pest Control Service at $3,744
7900	430	Electricity	$1.20 per sq/ft of 27,760 sq/ft facility

7900	510	Custodial Consumable Supplies	$182.32 Facility Manager supplies and $6,014 Custodial supplies.
7900	641	Furniture, Fixtures-Capitalized for the Facility Manager	The following costs are split between the Planning year (25% down) and Year 1 (75% on delivery) after a competitive bid process: $300 for a Desk $110 for a Desk chair $90 for 1 guest chairs $1,809.10 Wire Shelving
7900	642	Furniture, Fixtures (Non Capitalized)	$2,951.19 for Facility equipment. Such as tools, Mop Buckets, etc.
7900	643	Capitalized Computers for Operations/Facilities Manager	$400 for one Admin Laptops
7900	648	Technology-Related Capitalized for Operations/Facilities Manager	$130 for a Camera Monitor $165 for a Office Monochrome Printer
7900	649	Technology-Related (Non Capitalized) for Operations/Facilities Manager	$30 for a Camera Monitor Mount $50 for a Phone Headset
9100	160	Child Care Supervision Staff Salary	Phone Headsets
9100	220	FICA	Social Security: 6.2% of salaries Medicare: 1.45% of salaries
9100	240	Worker's Compensation	Worker's Comp - 8868: 0.0362%
9100	250	Unemployment Compensation	Unemployment Insurance costs are estimated to be 2.7% times the maximum of $7,000 per employee.
9100	330	Sports Bus and Other Travel Expenses	Bus fees for 96 trips at an average cost of $200 each.
9100	730	Sports Fees	90 Sports Court & Ref fees at an average of $100 per game.

9200	721	Loan Interest	7% on the start-up loan for start up expenses and refurbishing leased building.
1160000		Refurbish Temporary Building	$238,846 is 20% of refurbish cost upon completion of work.

ATTACHMENT Y: PROPOSED START-UP BUDGET

Y.1 Planning Year Startup Budget

,					Start-Up Year
					FY2027
		Ordinary Income/Expense			
		Income			
		Total Income			-
	Expense				
	5100 · Basic Instructional				
5100000	Total 5100 · Basic Instructional				-
	5200 · Exceptional				
5200000	Total 5300 · Career Education				-
	6100 · Pupil Services				
6100000	Total 6100 · Student Support Services				-
velopment	6300 · Instructional/Curriculum Development				
6300000	Total 6300 · Instructional/Curriculum Development				-
	6400 · Instructional Staff Training				
6400000	Total 6400 · Instructional Staff Training				-
logy	6500 · Instructional-related Technology				
6500649		Technology-Related (Non Capitalized)			2,160
6500000	Total 6500 · Instructional Related Technology				2,160
	7100 · Board				
7100310		Professional and Technical Services			18,000
7100320		Board Insurance			1,424
7100330		Travel			3,500
7100790		Board Members Fingerprinted			500
7100000	Total 7100 · Board Of Directors				23,424
	7200 · General Administration				
7200000	Total 7200 · General Administration				-
	7300 · School Administration				
7300110		Administrator Salaries			51,500
7300160		Other Support Personnel Salaries			4,000
7300210		Retirement			56
7300220		FICA			4,246
7300230		Group Insurance			4,885
7300240		Worker's Compensation			201
7300250		Unemployment Compensation			132
7300370		Communications			1,600
7300390		Other Purchased Services			12,573
7300730		Dues and Fees			314
7300000	Total 7300 · School Administration				79,507
	7400 · Facilities Acquisition				
7410360		Lease			59,712
7400000	Total 7400 · Facilities Acquisition & Const				59,712
	7500 · Fiscal Services				
7500000	Total 7500 · Fiscal Services				-

,					Start-Up Year
					FY2027
	7600 · Food Services				
7600000	Total 7600 · Food Services				-
	7800 · Pupil Transportation				
7800000	Total 7800 · Pupil Transportation Services				-
	7900 · Operation of Plant				
7900000	Total 7900 · Operation of Plant				-
	8100 · Maintenance of Plant				
8100000	Total 8100 · Maintenance of Plant				-
ervices	8200 · Administrative Technology Services				
8200000	Total 8200 · Administrative Technology Services				-
	9100 · Community Service				
9100000	Total 9100 · Community Services				-
		Total Operational Expenses			164,803
		Net Operating Income (Loss)			(164,803)
6500643		Capitalized Computers			460
6500648		Technology-Related Capitalized			2,837
7300643		Capitalized Computers			400
dware	Total Capitalized Computers - Hardware				3,697
5100641		Furniture, Fixtures (Capitalized)			4,981
6100641		Furniture, Fixtures (Capitalized)			416
6130641		Furniture, Fixtures (Capitalized)			363
6500641		Furniture, Fixtures (Capitalized)			125
7300641		Furniture, Fixtures (Capitalized)			1,106
7500641		Furniture, Fixtures-Capitalized			125
7900641		Furniture, Fixtures-Capitalized			577
	Total Capitalized FF&E				7,694
		Total Capitalized Expenditures			11,391
	9200 · Debt Service				
9200710		Redemption of Principal			-
9200721		Loan Interest			87,850
9200730		Loan Dues and Fees			18,825
9200000	Total 9200 · Debt Service				106,675
e		Surplus/(Deficit) After Debt Service			(282,869)
1141000		Transfers in (Loans/Misc.)			2,510,000

,					Start-Up Year
					FY2027
1160000		Transfers Out (Loans Closing Costs/Construction/Facility Purchases			955,384
					Planning Year
		Fund Balance			1,271,747

Y.2 Start-Up Cash Flow

Func	Obj	Description	Year	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
		Revenue													
Total 3200 · Federal Funds			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total 3300 · State Sources			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total 3400 · Revenues from Local Sources			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Income			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		Expense													
Total 5100 · Basic Instructional			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total 5200 · Exceptional			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total 5300 · Career Education			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total 6300 · Instructional/Curriculum Development			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total 6400 · Instructional Staff Training			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total 6500 · Instructional Related Technology			$ 2,160.00	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,160	$ -	$ -	$ -	$ -	$ -
Total 7100 · Board Of Directors			$ 23,424.00	$ -	$ -	$ -	$ -	$ -	$ -	$ 3,904	$ 3,904	$ 3,904	$ 3,904	$ 3,904	$ 3,904
Total 7200 · General Administration			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total 7300 · School Administration			$ 79,507.25	$ -	$ -	$ -	$ -	$ -	$ -	$ 13,251	$ 13,251	$ 13,251	$ 13,251	$ 13,251	$ 13,251
Total 7400 · Facilities Acquisition & Const			$ 59,711.50	$ -	$ -	$ -	$ -	$ -	$ -	$ 9,952	$ 9,952	$ 9,952	$ 9,952	$ 9,952	$ 9,952
Total 7500 · Fiscal Services			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total 7600 · Food Services			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total 7800 · Pupil Transportation Services			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total 7900 · Operation of Plant			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total 8100 · Maintenance of Plant			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total 8200 · Administrative Technology Services			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total 9100 · Community Services			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Operational Expenses			$ 164,802.75	$ -	$ -	$ -	$ -	$ -	$ -	$ 29,267	$ 27,107	$ 27,107	$ 27,107	$ 27,107	$ 27,107
Net Operating Income (Loss)			$ (164,802.75)	$ -	$ -	$ -	$ -	$ -	$ -	$ (29,267)	$ (27,107)	$ (27,107)	$ (27,107)	$ (27,107)	$ (27,107)
Total Capitalized Expenditures			$ 11,391.12	$ -	$ -	$ -	$ -	$ -	$ -	$ 11,391	$ -	$ -	$ -	$ -	$ -
Total 9200 · Debt Service			$ 106,675.00	$ -	$ -	$ -	$ -	$ -	$ -	$ 17,779	$ 17,779	$ 17,779	$ 17,779	$ 17,779	$ 17,779
		Surplus/(Deficit) After Debt Service	$ (282,868.87)	$ -	$ -	$ -	$ -	$ -	$ -	$ (58,437)	$ (44,886)	$ (44,886)	$ (44,886)	$ (44,886)	$ (44,886)
		Transfers in (Loans/Misc.)	$ 2,510,000.00	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,510,000	$ -	$ -	$ -	$ -	$ -
		Transfers Out (Loans Closing Costs/Constr	$ 955,384.00	$ -	$ -	$ -	$ -	$ -	$ -	$ 159,231	$ 159,231	$ 159,231	$ 159,231	$ 159,231	$ 159,231
		Fund Balance	$ 1,271,747.13	$ -	$ -	$ -	$ -	$ -	$ -	$2,292,332	$2,088,215	$1,884,098	$1,679,981	$1,475,864	$1,271,747

Y.3 Start-Up Balance Sheet

Academy of Career and Technical Innovation

Balance Sheet

Fiscal Year 2028

		Startup
ASSETS		
Cash and cash equivalents	$	1,271,747
Total Assets	$	1,271,747
LIABILITIES AND FUND BALANCE		
Liabilities		
Accounts payable	$	-
		-
Total Liabilities		-
Fund Balance		
Unrestricted		1,271,747
Total Fund Balance		1,271,747
TOTAL LIABILITIES AND FUND BALANCE		1,271,747

Y.4 Start-Up Detailed Expense Assumptions

Function	Object Code	Budget Line-Item Name	Calculations
5100	641	Furniture, Fixtures (Capitalized) for 6 Sixth Grade Classrooms	Cost is 25% down of the total for 6 classrooms. Each Classroom has: $1,430 for 11 Allied 18"x60" Tables $138.31 for 4x6 Natural Cork tackboard $250 for Steel Markerboard $130 for 6-Shelf Bookcase $160 Teacher Chair $912.64 for 23 18" Stack Chairs $300 for a Teacher Desk
6100	641	Furniture, Fixtures (Capitalized) for School Counselor	The following costs are split between the Planning year (25% down) and Year 1 (75% on delivery) after a competitive bid process: $110 for a Desk chair $300 for a Office Desk $180 for 2 guests chairs $363.01 for a Small Conference Table $710.64 for 2 bookshelves

6130	641	Furniture, Fixtures (Capitalized) for Health and Welfare Coordinator	The following costs are split between the Planning year (25% down) and Year 1 (75% on delivery) after a competitive bid process: The following costs are split between the Planning year (25% down) and Year 1 (75% on delivery) after a competitive bid process: $110 for a Desk chair $90 for 1 Guest chairs $300 for a Desk $450 for a First Aid Recovery Couch $12.48 for a Digital Refrigerator Thermometer $30.74 for a Refrigerator Lock Kit $122.86 for a Class A 94-pc SC First Aid Cabinet $114.91 for a Lockable Medical Security Cabinet $221.30 for a Frigidaire 3.3 Cu. Ft. Refrigerator
6500	641	Furniture, Fixtures (Capitalized) for Technology Service Manager	The following costs are split between the Planning year (25% down) and Year 1 (75% on delivery) after a competitive bid process: $300 for a Desk $110 for a Desk chair $90 for 1 guest chairs
6500	643	Capitalized Computers for Technology Services Manager and server room	$400 for Admin Laptops $60 48 Port Patch Panel

6500	648	Technology-Related Capitalized	$2,837 for Network Equipment, See Attachment FF for details.
6500	649	Technology-Related (Non Capitalized) for Technology Service Manager	$2,160 for Network patch panel cables
7100	310	Professional and Technical Services	$18,000 for Board Legal fees
7100	320	Board Insurance	$1,424 for Board Insurance
7100	330	Board Travel and Training	$3,000 for Board travel and training for 5 board members at $700 each.
7100	790	Board Members Fingerprinted	$500 for Board Background Checks at $100 each.
7300	110	Administrator Salaries for Executive Director, Principal and Human Resources Manager Salaries	See Salary Table 11.1 for 6 months
7300	160	Other Support Personnel for Registrar Salary	See Salary Table 11.1 for 6 months
7300	210	Retirement	0.1% matching contributions of Administrators and support staff.
7300	220	FICA	Social Security: 6.2% of salaries Medicare: 1.45% of salaries
7300	230	Group Insurance	$6,979 per covered employee. The Health Insurance expense is assumed to increase by 8% a year. Health insurance companies considered were Florida Blue and UnitedHealthcare.
7300	240	Worker's Compensation	Worker's Comp - 8868: 0.362%
7300	250	Unemployment Compensation	Unemployment Insurance costs are estimated to be 2.7% times the maximum of $7,000 per employee.

7300	370	Communications	$1200 for advertising $400 for a email system for 6 months
7300	390	Other Purchased Services	$10,000 for Marketing $1,582.49 for HR-Payroll Admin Fee- Paychex Bi-weekly fee for 6 months. $91 for HR-Payroll Admin Fee- Paychex for $5/employee per pay period for 6 months $900 for HR- Recruiting
7300	641	Furniture, Fixtures (Capitalized) for Executive Director, Principal, Human Resources Manager and Registrar.	The following costs are for 4 admin staff. The following costs are split between the Planning year (25% down) and Year 1 (75% on delivery) after a competitive bid process: - $300 for a office Desk - $110 for a Desk chair - $90 for 1 guest chair $2,425.75 for a FireproofFile cabinet for Cum Folders.
7300	643	Capitalized Computers for Admin staff of Executive Director	$400 per Admin Laptop for 1 staff
7300	730	Dues and Fees	$61 for Annual Report Fee- SunBiz.org $253 Annual Solicitations of Contributions Renewal
7410	360	Lease	Lease for 3 months

7500	641	Furniture, Fixtures-Capitalized	The following costs are split between the Planning year (25% down) and Year 1 (75% on delivery) after a competitive bid process: $300 for a Desk $110 for a Desk chair $90 for 1 guest chair
7900	641	Furniture, Fixtures-Capitalized for Operations/Facilities Manager	The following costs are split between the Planning year (25% down) and Year 1 (75% on delivery) after a competitive bid process: $300 for a Desk $110 for a Desk chair $90 for 1 guest chairs $1,809.10 Wire Shelving
9200	721	Loan Interest	7% on the start-up loan for start-up expenses and refurbishing leased building for 6 months.
9200	730	Loan Dues and Fees	Loan Origination Fee 0.75% of the Loan Amount.
1160000		Refurbish Temporary Building	$955,384 is 80% of refurbish cost that is completed in startup year.

Y.5 Start-Up Revenue

	Start-up Revenue	Source
Unsecured Loan	$2,510,000	Unsecured loan from Suncoast Credit Union. This is planned to be an unsecured loan at 7 percent for five years. (Interest only for five years). It will be paid off when we secure a building purchase bond in Year 3.

Attachment Z: Evidence of external funding (e.g. foundations, donors, grants), if applicable.

Suncoast Credit Union

June 29, 2026

Latanya E Peterson

Thank you for your consideration of Suncoast Credit Union ("Suncoast") with regards to the financing needs related below. The purpose of this Term Sheet is to provide you with a proposal to provide commercial financing to the **Academy of Career and Technical Innovations, Inc**. This offer is contingent upon, among other things, the final loan approval of the Business Loan Committee of Suncoast. In that regard, Suncoast proposes the following:

Borrower:	Academy of Career and Technical Innovations, Inc
Personal Guarantors:	All owners joint and several.
Loan Amount:	$3,000,000
Loan Origination Fee:	0.75% of the Loan Amount. Half due upon the issuance of a commitment letter being issued and the remaining half at closing.
Term:	Revolving Line of Credit with two-year renewal
Interest Rate:	WSJ Prime + .25%
Deposit Requirement:	Full commercial banking relationship
Prepayment Penalty:	None
Intangible Tax:	None
Miscellaneous:	Such other commercial loan documentation, financial and underwriting information as is determined by Suncoast in its sole discretion

Any and all matters set forth in this Term Sheet are made without prejudice, may be withdrawn at any time and are non-binding and not to be considered or construed as a commitment to lend; it being expressly agreed between the parties hereto that the Loan is, as more particularly set forth herein, subject to final approval of the Business Loan Committee of Suncoast.

Your consideration is appreciated.

Tiger Hofman

Tiger Hofman
Commercial Relationship Manager

CC: Dominic DiMaio Vice President Commercial Services
CC: Mike Briggs Executive Director Business Lending

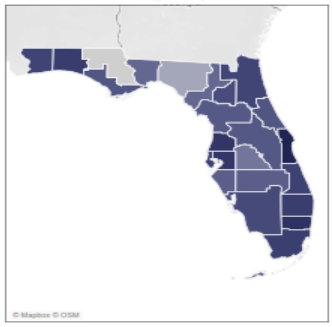
Borrower Acceptance:

_____
Printed Name:

Date: _____

Select Occupation Group
Computer and Mathematical Occupations

CareerSource Region by Growth Rate:



Instructions
-Update the visuals by selecting an occupational group.
-Specify an area for the chart by selecting a region from the map.
(Darker green equals higher growth rate.)

Notes
*Annual Median Wages are reported where hourly wage rates do not exist but annual wage rates do.
-2023 Occupations have a minimum of 4,000 jobs.
-Minimum base employment levels were required to qualify for the "Fastest Growing Occupations" list. These requirements can be found on the "About the Data" page.
-Sectors without data either do not have data based on applied filters or are suppressed due to confidentiality.

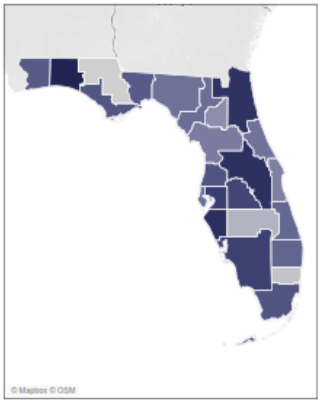
2023 - 2031 Fastest Growing Occupations
Occupation Group: Computer and Mathematical Occupations
Region (Counties in parentheses): All (All)

Soccode	Soctitle	Education Level	2023	2031	Growth	Growth Rate	Median
15-1212	Information Security Analysts	Not Applicable	12,471	16,693	4,222	33.9%	51
15-2031	Operations Research Analysts	Master's Degree or Higher	7,097	8,779	1,682	23.7%	36
15-1299	Computer Occupations, All Other	Not Applicable	14,651	16,588	1,937	13.2%	42
15-1232	Computer User Support Specialists	Not Applicable	57,574	65,152	7,578	13.2%	24
15-1231	Computer Network Support Specialists	Not Applicable	14,042	15,719	1,677	11.9%	31
15-1244	Network and Computer Systems Administrators	Not Applicable	26,796	29,666	2,870	10.7%	41
15-1211	Computer Systems Analysts	Not Applicable	32,368	35,782	3,414	10.5%	46
15-1241	Computer Network Architects	Not Applicable	8,257	9,013	756	9.2%	53
15-1251	Computer Programmers	Not Applicable	10,879	10,636	-243	-2.2%	42

Source
FloridaCommerce, Bureau of Workforce Statistics and Economic Research, Occupation and Industry Employment Projections 2023-2031.

Select Occupation Group
Healthcare Support Occupations

CareerSource Region by Growth Rate:



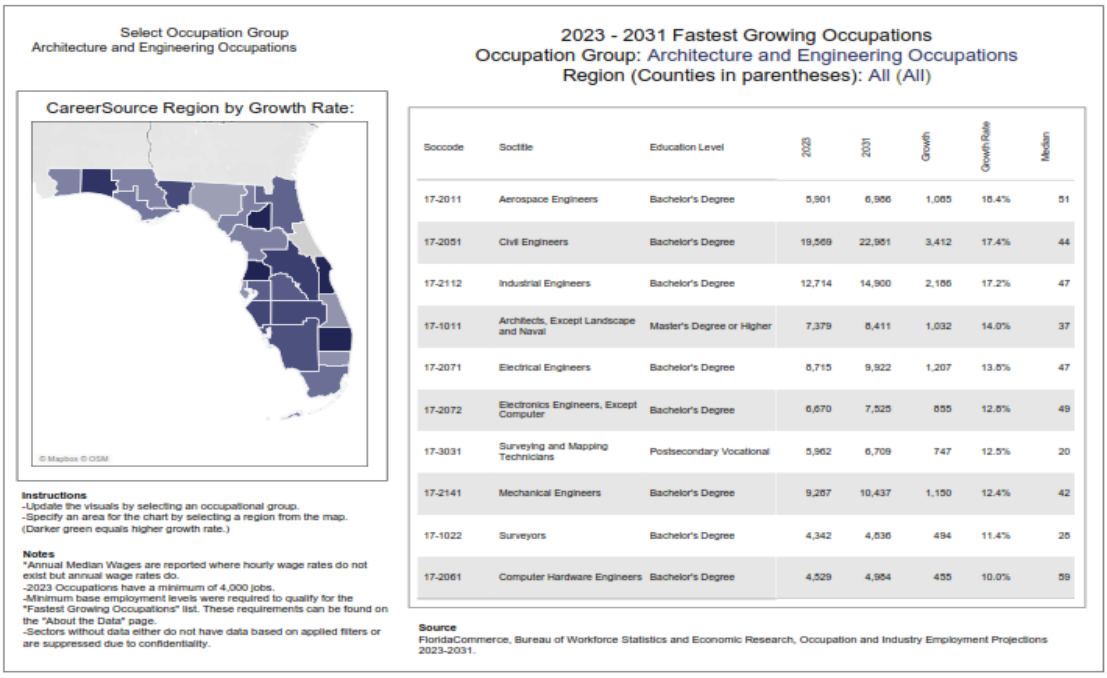
Instructions
-Update the visuals by selecting an occupational group.
-Specify an area for the chart by selecting a region from the map.
(Darker green equals higher growth rate.)

Notes
*Annual Median Wages are reported where hourly wage rates do not exist but annual wage rates do.
-2023 Occupations have a minimum of 4,000 jobs.
-Minimum base employment levels were required to qualify for the "Fastest Growing Occupations" list. These requirements can be found on the "About the Data" page.
-Sectors without data either do not have data based on applied filters or are suppressed due to confidentiality.

2023 - 2031 Fastest Growing Occupations
Occupation Group: Healthcare Support Occupations
Region (Counties in parentheses): All (All)

Soccode	Soctitle	Education Level	2023	2031	Growth	Growth Rate	Median
31-2021	Physical Therapist Assistants	Associate Degree	8,024	10,306	2,282	28.4%	31
31-9092	Medical Assistants	Postsecondary Vocational	68,890	83,037	14,147	20.5%	18
31-9097	Phlebotomists	Postsecondary Vocational	9,660	11,596	1,936	20.1%	18
31-9011	Massage Therapists	Postsecondary Vocational	14,679	17,417	2,738	18.7%	22
31-9091	Dental Assistants	Postsecondary Vocational	23,947	27,588	3,641	15.2%	20
31-9096	Veterinary Assistants and Laboratory Animal Caretakers	Postsecondary Vocational	8,745	9,879	1,134	13.0%	16
31-9094	Medical Transcriptionists	Postsecondary Vocational	7,124	7,948	824	11.6%	15
31-9099	Healthcare Support Workers, All Other	Postsecondary Vocational	8,960	9,856	896	10.0%	18
31-1132	Orderlies	Not Applicable	4,052	4,274	222	5.5%	15
31-1131	Nursing Assistants	Not Applicable	90,751	95,503	4,752	5.2%	16

Source
FloridaCommerce, Bureau of Workforce Statistics and Economic Research, Occupation and Industry Employment Projections 2023-2031.



Network Design and Cost

Technology Item	Order Planning Year	Order Year 1	Cost Each	Cost Planning Year	Cost Year 1
1FT Patch Cable Blue	278	0	$5.00	$1,390.00	$0.00
1FT Patch Cable Green	50	0	$5.00	$250.00	$0.00
1FT Patch Cable Yellow	74	0	$5.00	$370.00	$0.00
3FT Patch Cable Blue	190	0	$5.00	$950.00	$0.00
7FT Patch Cable Blue	30	0	$5.00	$150.00	$0.00
7FT Patch Cable Yellow	74	0	$5.00	$370.00	$0.00
42 U Computers Racks	1	0	$850.00	$850.00	$0.00
9 U Computers Racks	5	0	$255.00	$1,275.00	$0.00
Wireless Access Point	0	50	$600.00	$0.00	$30,000.00
5YR License - Wireless Access Point	0	50	$210.00	$0.00	$10,500.00
24 Port Switch	2	0	$1,998.00	$3,996.00	$0.00
5YR License 24 Port Switch	2	0	$211.22	$422.44	$0.00
24 Port Patch Panel	1	0	$30.00	$30.00	$0.00
48 Port Switch	2	0	$2,998.00	$5,996.00	$0.00
5YR License 48 Port Switch	2	0	$825.00	$1,650.00	$0.00
48 Port Patch Panel	2	0	$30.00	$60.00	$0.00
Active Directory and Print Server	1	0	$3,269.95	$3,269.95	$0.00
UPS for Servers	1	0	$279.00	$279.00	$0.00

Firewall	1	0	$718.00	$718.00	$0.00
Misc. Hardware	1	0	$500.00	$500.00	$0.00
UPS for Switches	1	0	$1,315.80	$2,631.60	$0.00
Network Total				**$25,157.99**	**$40,500.00**

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 The Academy of Career and Technical Innovations 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 Latanya E. Peterson (name), President/CEO The Peterson Group LLC (title) to sign as the legal correspondent for the school.

Signature

July 12, 2023
Date

Latanya E. Peterson
Printed Name